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ABSTRACT

This is an interim report for the period January 1, 1972 through December 31, 1972 of a project designed to develop a comprehensive program of vocational education in a rural school system located in an economically depressed area. The exemplary project design provided for four major areas: (1) career awareness in grades 1-6, (2) career orientation in grades 7-8, (3) career exploration and exposure in grades 9-10, and (4) career preparation, including guidance and skill development, in grades 11-12, with expansion of vocational education offerings to out-of-school youth. Program evaluation, utilizing pretesting and posttesting of the occupational knowledge of project and non-project students, provided evidence that the process of systematically receiving meaningful career education experiences produces a positive effect on language achievement, mathematics achievement, and occupational awareness. Recommendations made as a result of observations of the project include a need for more inservice training for teachers in correlating existing disciplines with occupational studies. Students should be able to enter any occupational study through any one of the existing disciplines. Related documents, available in this issue, are VT 019 877-VT 019 879. (MF)

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ED 075610

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-0682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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P.O. Box 437
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VT 019802

December 31, 1972

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437, Hamlin, W. Va. 25523

December 31, 1972

From January 1, 1972

To December 31, 1972

SUMMARY OF THE REPORT

A. Time Period Covered by the Report.

This interim report covers the period from January 1, 1972 through December 31, 1972.

B. Goals and Objectives of the Project.

The objective of this project is to develop, in a rural school system located in an economically depressed area, a comprehensive program of vocational education serving the needs of youth grades 1-12. The program will provide for (1) the introduction of career awareness activities in grades 1-6, (2) career orientation activities in grades 7-8, (3) career exploration in grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities for those students who desire to enter work at the termination of their education, and (5) intensified skill development activities for those students who have not previously been enrolled in a vocational program and who have chosen to terminate their formal education.

This project is designed to supplement an expanded program of vocational education being planned for a county area school facility.

C. Procedures Followed.

The general design of the exemplary project is characterized by four major areas: (1) career awareness in grades 1-6; (2) career orientation in grades 7-8; (3) career exploration and exposure in grades 9-12; and (4) career preparation, including intensive guidance and skill development in grades 11 and 12, with the expansion of vocational education offerings to include out-of-school youth.

The foundation for the total school program is designed around activities to promote positive attitudes toward (1) all fields of work, (2) work as a means of obtaining many satisfactions, and (3) one's self in relation to work.

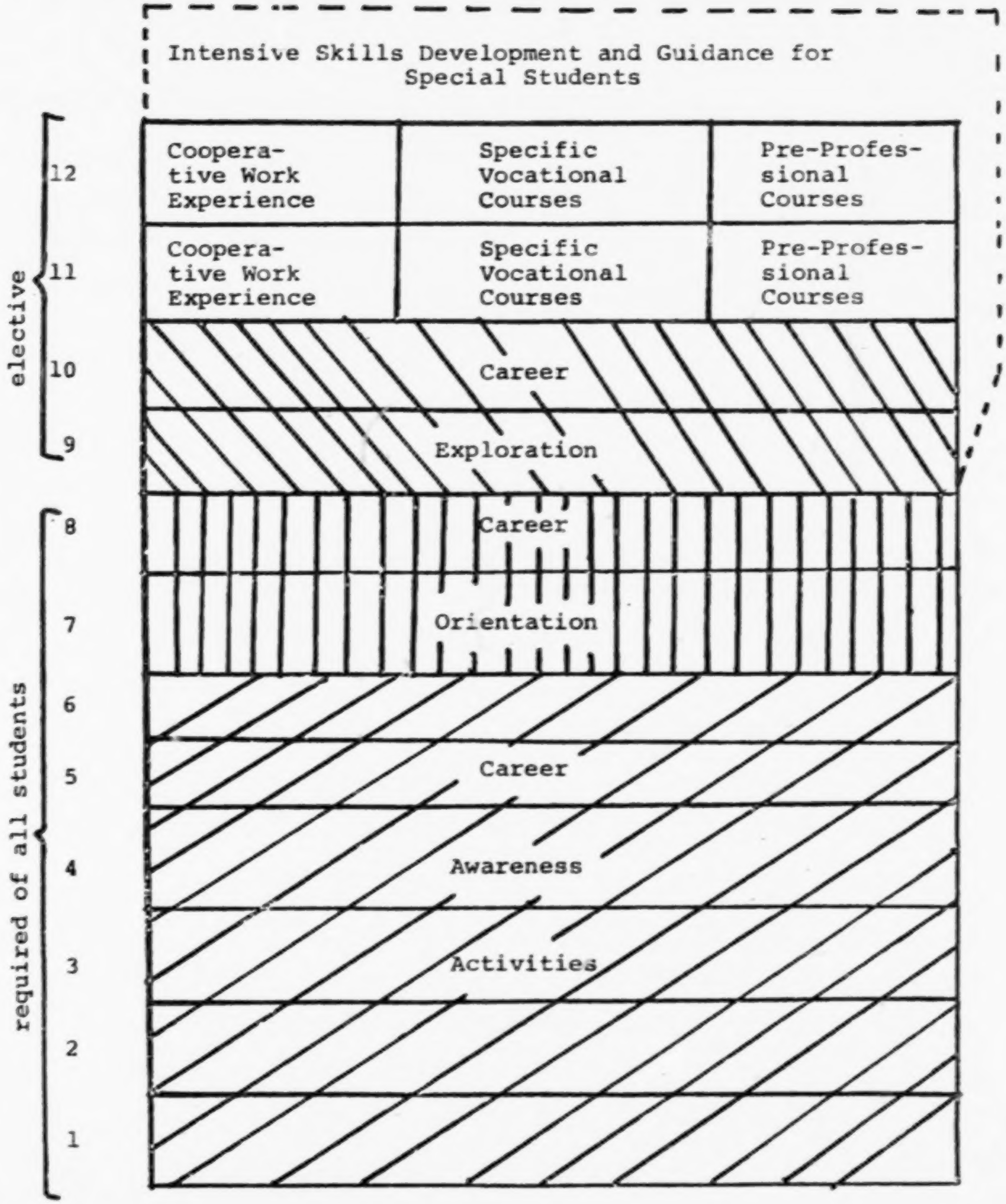
The model as shown in figure 1 is applicable to all students in all target schools. The learning phases that are illustrated are implemented by increased attention to counseling and placement; introduction of occupational education into the lower grades; expansion of opportunities and exploration of occupational clusters in junior high schools; and the provision of intensive occupational education and guidance services, as well as provision for work study and cooperative programs in the upper grades and for out-of-school youth.

Figure 1

EXEMPLARY PROGRAM

CURRICULUM ORGANIZATION MODEL

LINCOLN COUNTY, WEST VIRGINIA


Intensive Skills Development and Guidance for Special Students
Cooperative Work Experience
Specific Vocational Courses
Pre-Professional Courses
Cooperative Work Experience
Specific Vocational Courses
Pre-Professional Courses
Career Exploration
Career Orientation
Career Awareness Activities
elective
required of all students
12
11
10
9
8
7
6
5
4
3
2
1

Implementation of this project has required a great deal of preparation on the part of the faculty. It includes opportunities for teachers to familiarize themselves with the nature of our economy and structure of the work force, the development of deviate awareness and the function and techniques involved in career development, and an introduction to available instructional materials and methods. Curriculum guides and activities for achieving the objectives have been prepared at workshops and in-service meetings.

The curriculum coordinator, guidance coordinator, human resource coordinator, project director, and consultants have been involved in planning and conducting these workshops and meetings. Evaluation of the effectiveness of the curriculum will include participation by all coordinators and teachers who are involved in the project.

The Lincoln County media center and instructional material library is being utilized to provide the faculty with the necessary instructional materials for implementation of the total program. The personnel responsible for this function are involved in searching available sources for applicable commercial instructional materials and assisting in the preparation of originial materials.

D. Results and Accomplishments of the Project.

These results and accomplishments will be discussed in detail in the body of the report. Following is a listing:

1. Use of the Advisory Committee
2. New Vocational Facilities
3. Commercially Produced Curriculum Materials and Supplies and Development, Bibliography
4. Purchase of Equipment
5. Curriculum Development
6. Development of Annotated Bibliography of Locally Produced Materials
7. Implementation of Career Awareness, Orientation, Exploration and Intensified Job Skill Training in all Lincoln County Schools
8. In-Service Training
9. Workshops for Teachers
10. Field Trip Preparation
11. Dissemination of News Releases
12. Publications
13. Teachers Develop Career Units
14. Diffusion of Innovative Techniques
15. Career Survey Classes
16. Early Childhood
17. Adult Education Classes
18. Supplementary Guidance at Duval, Guyan Valley, Harts and Hamlin High Schools
19. Development of Career Education Models

20. Implementation of Cooperative Work Program

21. Job Opportunity Survey of Lincoln County and Surrounding Areas

22. Cooperative efforts of Public Library and Exemplary Program

E. Evaluation.

The evaluation has been contracted (for by) Drs. Charles I. Jones and LeVene Olson of Marshall University. Their evaluation approach basically utilizes pre and post testing of the occupational knowledge of project and non-project students. It will be discussed in detail in the body of the report.

F. Conclusions and Recommendations.

Observations and recommendations included were developed in consultation with Dr. Charles I. Jones and Dr. LeVene Olson. More detailed discussion of this will be found in the body of the report. Basically, these observations and recommendations are as indicated below:

1. Teachers are having problems correlating existing disciplines with occupational studies.
2. We find that level one teachers usually need four to five weeks before implementing career awareness units into their regular disciplines.
3. Teachers are making excellent progress in initiating new units.
4. We find that teachers need more in-service days for workshops.
5. We observe that a more active leadership role by the county superintendent would bring about a faster implementation of career education in Lincoln County.

6. Levels 7-8, 9-10 and the guidance component of the career education are being implemented in various, unique ways and seem to be highly favorable.

Recommendations:

1. Outstanding teachers should assist other teachers in career education.
2. Students should be able to enter any occupational study through any one of the existing disciplines.
3. Teachers should use the adopted text for skill development.
4. Teachers need to use a wider variety of audio-visual materials in the classroom.
5. A team of career education specialists should be used as consultants to aid in closing the gap between the traditional curriculum and the activity orientated curriculum.
6. An in-service workshop for the following people would help bridge the gap between the traditional classroom and the career education concept, for all administrative personnel both county staff and school building administrators.

BODY OF THE REPORT

A. Problem Area Toward Which The Project Was Directed, Including References To The Orginial Proposal, Previous Studies, Experiments and Related Literature

The last decade has been marked by significant increased concern in the education of the nations population. While the nature of education in rural America poses problems of considerable magnitude, conditions prevalent in urban areas have received the most recent wide spread publicity and attention. While an attack on inner city problems is both necessary and justifiable, there is strong evidence which indicates that to a major extent they exist as a direct result of the transposition of similar problems existing in rural areas, differing only in the degree of intensity due to imposed spatial and population parameters.

The relationship of urban-rural problems was alluded to in a recent report by the Presidents' National Advisory Commission on Rural Poverty. Findings of the Commission indicated that problems experienced in the cities have a direct relationship to poverty and lack of educational opportunity in rural areas of the nation. The Commission further took the position that neglect of these problems in rural areas will, in fact, only serve to abet the problems of urban areas due to their linkage through migration.[1]

The present day mobility to population resulting from migration and population shifts, changes in technology accompanied by changes in the occupational structure of the work force, and similar events have served to accentuate the need for improvement of education and job skill development in rural America.[2]

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[1] The People Left Behind, A Report by the Presidents' National Advisory Commission on Rural Poverty (Washington: Government Printing Office, 1967).

[2] B. Eugene Griessman and Kenneth G. Densley, Review and Systhesis of Research on Vocational Education in Rural America, (ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruxes, New Mexico and ERIC Clearinghouse, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1969) p. 43.

Migration from rural areas has occurred despite reluctance of rural people to relocate. This has been brought about primarily as a result of limited job opportunities in rural areas to absorb excess manpower available due to the major decline in farm occupations particularly in numbers of farm laborers and farm foremen employed.[3]

While conditions which exist in rural areas throughout the nation are evident in West Virginia, their inter-related effect is more profound than those which exist in many other states.

Characteristics of the State's population relative to a number of educational, economic, and social indicators serve to identify the critical nature of these problems particularly as they relate to rural areas of the state.

Preliminary figures released as a result of the recent census of the population indicate that during the decade of the 60's, West Virginia experienced a decrease of population in excess of 150,000 persons. This amounts to a net loss in population of approximately 8 per cent. The 1969 West Virginia CAMPS plan recognized the problem of the population loss by the state when it stated:

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[3] Ibid., p. 4,5.

> A study by West Virginia University reveals a net out-migration of more than 120,000 West Virginians between 1960 and 1964...moreover the study shows our emigrants are being forced from places they do not want to leave to places where they are not wanted. Ironically, these unwilling transplants frequently become part of an industrial urban ghetto problems that must rely for solution upon federal funds diverted from the poverty pockets which the emigrants left.[4]

In 1960 approximately 63 percent of West Virginia's population was classified as rural residing in populated areas of less than 2,500. The state unemployment rate has consistently been higher than the national average. The per-capita income level of $2,470 in 1968 compared to the national average of $3,421. The 1960 Census revealed that 32.6 percent of families in the State had annual incomes below the poverty level of $3,000 and the Office of Economic Opportunity in 1965 classified 31.1 percent of all persons in West Virginia as being "poor". In addition, the 1960 Census of Population listed the median school years completed by persons 25 years old and older as being 8.8 with some 328,000 persons having less than eight years of formal education.

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[4] West Virginia Cooperative Area Manpower Planning System Committee, (West Virginia CAMPS Plan, Charleston, West Virginia, 1969) p. 20.

The 1969 CAMPS Committee recognized six major problems which relate to the states manpower and economic development needs and which have contributed to the State's loss of population. One of the problems so identified was that a significant number of youth both high school graduates and drop-outs--were not equipped to compete for career type employment.[5]

While the data cited are indicative of major problems the state is facing in terms of its manpower, they do not measure their intensity as applied to the youth of West Virginia. In what has been termed a labor surplus state where its human resources are among its prime export products, job opportunities are necessarily limited, thus youth are placed at a distinct disadvantage in competing for jobs with more mature adults in a job market that is already overcrowded. As a result, the options for young people are narrowed to migrating to other areas in search of employment, furthering their education at the post-secondary level, entering the armed forces, or remaining in the home environment in an unemployed or underemployed status.

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[5] Ibid., pp. 10-20.

Education's role in alleviating the economic and social ills of West Virginia has been a topic of increasing concern both at State and local levels. The "Comprehensive Educational Program" developed by the State Department of Education has served as the prime vehicle for the improvement of education in the State. This plan for educational systems is designed to provide opportunities for every pupil to learn and achieve according to his abilities, talents, intelligence and desires. Specifically, the "Comprehensive Educational Program" is built upon a philosophy that provides three things: (1) A good general education for all, (2) A good elective curriculum for those who will need salable skill immediately upon graduation from high school, (3) A good elective curriculum for those who will go on to continued formal education, including college. The need for such a program is evident when for every 100 students who enter the first grade in West Virginia, only 41 graduate from high school, 12 go on to college while only 6 graduate from college. In addition, of every 100 high school graduates in West Virginia, 36 enter post-secondary educational programs and only 18 have had access to vocational education, leaving 46 with neither post-secondary education or salable skills. These data indicate the need for a strong commitment to education in supporting a program that will provide for the educational needs of all youth and adults thus assisting all citizens in realizing the importance of education and improved educational opportunities.

The educational needs of West Virginia youth paralleled those identified by the National Advisory Council on Vocational Education when it stated:

> Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils--both in terms of occupations and higher education.
>
> The study of the World of Work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational.[6]

A unique opportunity to attack the problems identified on both national and state levels is provided in Lincoln County, West Virginia.

Lincoln County is rural in nature, located in the Central-Western portion of the state. The surface features of the county are determined by three rivers: The Guyandotte, the Mud, and the Coal. None of the land area is occupied by urban places of

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[6] Advisory Council on Vocational Education, Vocational Education, The Bridge Between Man and His Work, Summary and Recommendations (Washington: U. S. Office of Education, Department of Health, Education, and Welfare, 1968) p. 4.

2,500 or more persons, the largest populated area being Hamlin, the county seat with a population of under 2,000 people. It lies in the periphery of the cities of Huntington and Charleston which serve as major trading centers. The county has a low level of population density averaging approximately 43.8 people per square mile. The population in 1960 was 20,267 compared to recently released preliminary 1970 census figures recording a population of 18,411. This reflects a loss of some 1,856 persons or a decrease in population of some 9 percent during the last decade.

An economic profile of the county published by the Office of Economic Opportunity in 1966 indicates the severity of problems facing Lincoln County in both its economic and educational development.[7]

The profile cites a number of proverty indicators related to social and economic characteristics which vary with the nature and level of proverty. The data are interpretative in that all of the 3,135 counties throughout the United States were compared on specific characteristics, and forms were developed which reveal the status of a particular county on a given indicator to other counties throughout the nation. The scale of values which were developed ranges from favorable to unfavorable. Twelve indicators were used for comparative purposes, and Lincoln County ranked on the unfavorable side of the scale on all indicators. The county received a lower rating on five indicators than 90-99 percent of all counties in the nation, lower rating than 80-89 percent of all counties on an additional five, and lower than 60 percent of all counties on the final two indicators.

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[7] Office of Economic Opportunity Information Center, Lincoln County West Vriginia. Economic Profile (McLean, Virginia: Clearinghouse for Federal Scientific and Technical Information, PB-178331, 1966).

Thus, it is evident that even though the State compares unfavorably to most other states in the nation on a number of economic and social indicators, Lincoln County compares unfavorably even with most other counties in the state. This is further demonstrated when comparing the 1968 per capita income level of $2,470 for the state to the county per capita income of $1,344, the county unemployment rate 12.1 percent of the work force as compared to a state unemployment rate of 5.5 percent, and the Federal Food Stamp Program participation rate of 6.8 percent for the state to the county participation rate of 21 percent.

The translation of economic indicators to education reveals that their impact upon education in Lincoln County has been severe. For example, according to the 1960 census only 13.8 percent of the population 25 years old and older had completed four years of high school. This was the lowest in the state. In 1968 the county ranked fortieth in fifty-five counties by graduating from high school only 55.4 percent of the 1960-61 fifth grade enrollment, while it ranked last with an estimated 5.7 percent of the 1956-57 first grade enrollment entering college. In 1969 only 24.82 percent of Lincoln County high school graduates entered any type of post high school program to further their education, leaving 75.18 percent of the graduates entering the world of work. The 1968-69 dropout rate in levels 9-12 was 7.3 percent compared to the State mean dropout rate of 7 percent.

The Lincoln County school system in 1969-70 had a total of 5,332 students enrolled. This enrollment was composed of 3,743 students in levels 1-8 and 1,589 students in levels 9-12. Forty-six percent of all students enrolled in the system were classified as disadvantaged using guidelines established by Title I, Elementary and Secondary Education Act. Only 3.9 percent of students enrolled in levels 9-12 participated in vocational education programs designed to provide them with salable skills.

An expanded program of vocational education is viewed as a priority item for the improvement of education in Lincoln County. The design of such a program is intended to be exemplary in nature, providing the opportunity for each student moving through the system to become occupationally competent by the time he leaves the system if he so desires.

The program model has as its genesis the concerns expressed by Congress in the 1968 Vocational Act Amendments and the program development needs realized by the county. While it is recognized that the system can never fully meet the needs of all students for occupational proficiency, the program model will make the entire educational system responsive to these needs within the limits of its capability. The model will be flexible in nature and will address itself to the purpose and focus of Exemplary Programs and Projects provided under Part D of the 1968 Vocational Act Amendments--that of broadening occupational aspirations and opportunities for youth thus bringing the gap between school and employment and promoting a closer cooperation between the educational system, business, industry, the State Employment Agency, and other manpower agencies in the ares.

While the effects of poverty and its accompanying social, economic, and educational problems are readily identifiable, providing viable solutions poses a more formidable task. A comprehensive program of occupational education will provide substantial assistance in coping with the human resource development needs and improve both the quality and quantity of education in Lincoln County. This is the purpose of the Lincoln County Career Education Project.

B. Goals and Objectives of the Project

Goal Number One

To provide broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

Career Awareness

(Levels 1-6)

General Objective

To provide an instructional system designed to present occupational information to children in Levels 1-6.

Specific Objectives

(a) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

(b) To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

(c) To inform students about the multitude of occupational opportunities.

(d) To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

(e) To provide students with basic information about major occupational fields.

(f) To stress the dignity in work and the fact that every worker performs a useful function.

(g) To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation

(Levels 7-8)

General Objective

To establish in levels 7-8 a curriculum which will assist the student to acquire such knowledge of the characteristics and function, the duties and rewards of the occupational families within which his choice will probably lie.

Specific Objectives

(a) To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.

(b) To provide the student with a guide to educational and occupational requirements of different jobs. (occupational families)

(c) To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.

(d) To stress habits and attitudes which are needed for successful and continued employment.

(e) To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Career Exploration

(Levels 9-10)

General Objective

To provide students in levels 9-10 experiences will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects of work as it relates to their own temperaments, personalities, and values.

Specific Objectives

(a) To inform students about occupational and educational opportunities at all levels.

(b) To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.

(c) To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.

(d) To provide "hands on" experience in various occupational fields offered at the county vocational-technical education center.

(e) To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.

(f) To provide the student with information concerning other educational opportunities. (colleges and other post secondary programs)

Goal Number Two

To provide work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

Cooperative Vocational Education
Work Experience and Work-Study

(Levels 11-12 Post Secondary)

General Objective

To expand present and planned vocational program offerings to include (a) cooperative vocational programs to assist in removing the artificial barriers between education and work, and (b) work-study programs designed to assist in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

Specific Objectives

(a) To provide students with the background necessary to further their career preparation in post secondary training programs.

(b) To provide students with a salable skill necessary for job entry.

(c) To provide students with skill, attitudes, and work habits necessary for employment in a cluster of closely related occupations.

(d) To increase student participation in programs due to broadened curriculum offerings made available through cooperative vocational education.

(e) To provide economic assistance to those students in need of such assistance in order to remain in school and to continue their enrollment in vocational education programs.

(f) To provide opportunities for learning by doing in actual work situations.

Goal Number Three

To provide students not previously enrolled in vocational programs opportunities to receive job entry skills just prior to the time that they leave school.

Job Entry Level Skill Development

(Ages 16 - Level 12)

General objective

To provide each student leaving school opportunities for appropriate training - to develop job entry skills necessary for employment.

Specific Objectives

(a) To integrate vocational and academic instruction with an orientation toward job competence.

(b) To adapt the occupational level of skill training to the abilities and aptitudes of the student.

(c) To provide intensive summer programs for entry level skill development.

(d) To provide opportunities for individually oriented vocational training.

(e) To provide job orientation, work observation and on-the-job training activities.

(f) To provide job creation, job development job placement and job-coaching activities.

(g) To provide ungraded instruction complemented with specialized, technically competent instructors and instructional packages to assist students in completing the instructional program on an intensified basis.

Goal Number Four

To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

Intensified Occupational Guidance and Job Placement

(Age 16 - Level 12)

General Objective

To provide intensive vocational conseling for occupational and educational decision-making and job placement services for students who are dropping out of school and those in levels eleven and twelve.

Specific Objectives

(a) To provide opportunities for students to learn more about themselves, ways of working with others, and psychological aspects of jobs as they relate to their values, personalities, aptitudes, and abilities.

(b) To provide students with information regarding post secondary career development opportunities.

(c) To provide opportunities for students to relate occupational aspirations to educational goals.

(d) To provide students with assistance in finding their first job.

(e) To provide school follow-up services and opportunities for replacement on different jobs, re-entry into training programs, and participation in individual counseling and group occupational guidance.

C. Description of The General Project Design and the Procedures Followed, Including Information on the Student Population, Instructional Staff, and on the Methods, Materials, Instruments and Techniques Used.

Design

The design of the project as described in this document has proposed a number of radical educational changes for Lincoln County.

Impetus for change will not only be as a result of necessary curricular changes imposed by the project but also from the construction of a county area vocational facility which is targeted for occupancy during the summer of 1972. The completion of this facility will serve to complement the activities of this proposed project in more effectively serving both youth and adults in Lincoln County.

The program model for occupational proficiency allows for content as well as theory. The elements of career development (vocational theory, vocational choice, and work history) have evoked increased interest on the part of researchers in the last decade. The most comprehensive work in this area was by Crites, resulting in the text "Vocational Psychology," which deals with vocational choice, adjustment, success, theory, satisfaction, and other factors relating to vocations.[8]

Key, in a study completed in 1969 reviewed the theoretical orientations of Super, Havinghurst, and Miller and Form concluded that although viewed from different theoretical approaches, occupational choice theory has been demonstrated to be unified.[9]

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[8] John O. Crites, Vocational Psychology. (New York: McGraw-Hill, 1968).

[9] James P. Key, "A Theoritical Framework for an Occupational Orientation Program," (Unpublished Doctoral Dissertation, North Carolina State University, Raleight, North Carolina, 1969), pp. 77-78

Hoppock, recognizing the factors of the occupational choice process emphasized the importance of the occupational individual with tools to accomplish the process. The tools identified consist of providing methods through which the individual may correctly assess his own characteristics and the opportunities available in occupations; ways to perceive his needs; need satisfying capabilities of different occupations; and ways through which the individual may develop his self concept and image of occupations.[10]

Key proposed a framework for an educational program designed for occupational proficiency. This program consisted of the following components:

(a) An educational curriculum incorporating examples and problems drawn from a cross section of the world of work.

(b) A group occupational guidance program including courses strategically located within the curriculum designed for broad exploration of the world of work.

(c) Occupational competence development courses designed to prepare students for entry level employment.

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[10] R. Hoppock, Occupational Information. (New York: McGraw-Hill, 1967)

(d) Individual counseling sessions to include personal, educational, and occupational counseling.

(e) Placement and follow-up services including provisions for replacement and re-entry.[11]

The concept that career devlopment is based upon the belief that practical experiences may provide a valuable part of a child's education is not new.

Studebaker, in 1937 stated:

> Today we realize that the separation of education from work is unfortunate, first because instruction without application becomes academic and formal, and second because work without thought and study becomes drudgery.[12]

This project is exemplary in nature in that it proposes to implement a total concept of occupational education extending from career awareness beginning at level 1 through skill development and job placement at level 12. Implementation of this concept in one operational setting within the educational system is in accordance with the nature and purposes of exemplary programs and projects as stated by the Congress in the Vocational Education Amendments of 1968. It is designed to relate education to work while at the same time emphasizing the fact that basic skills are essential to both social and economic success in an environment of unplanned change.

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[11] Key, op. cit., p. 80

[12] J. W. Studebaker, "Educational Comment," The Phi Delta Kappan, XIX (1937), p. 298

The career development concept provides a base upon which skill training and job placement rest. Experiences of MDTA projects with disadvantaged youth reveal that career development activity without job training resources and job placement services makes such counseling not only irrelevant but traumatic.[13]

Agan, experienced success in conducting interdisciplinary occupational education courses on an exploratory basis for high school juniors and seniors. This concept in which commonalities of occupations are explored coupled with career orientation and counseling services is designed to serve levels 7-10 in the proposed project. This modification of Agan's program is feasible in this instance due to the anticipated availability of skill development facilities.[14]

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[13] Jesse E. Gordon, *Testing, Counseling, and Supportive Service for Disadvantaged Youth* (Ann Abor: Institute of Labor and Industrial Relations, The University of Michigan-Wayne State University, 1969) p. 99.

[14] R. J. Agan and others, *The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection and Preparation in a Secondary School*. Final Report, (Manhatten, Kansas State University) 1968.

Intensive occupational guidance and job placement is planned as an integral part of the proposed project. The desirability of a linkage between education, employers, and existing manpower agencies is referred to in numerous studies. Eninger, in a study completed for the State of New York, found implications for more emphasis on student needs than employer needs and increased attention in providing placement services for vocational education graduates.[15]

Other strategies related to placement and follow-up activities identified by Gordon are:

(a) Agencies should be prepared to place a youth as often as he needs it.

(b) First placements should contain potential for on-the-job training and career development.

(c) Follow-up should begin immediately after placement.

(d) Employers appear to be more receptive to hiring disadvantaged youth if a package of follow-up services is provided.[16]

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[15] Max W. Eninger, Report on New York State Data from a National Follow-up Study of High School Level Trade and Industry Vocational Graduates, (Pittsburgh: Educational System Research Institute, May, 1967)

[16] Gordon, op. cit., pp. 204-205

The project is exemplary in nature, not only in its articulated approach to providing occupational competency but it incorporates aspects which effects a blending of academic and vocational education. This strategy, demonstrates to be effective in the Richmond Plan, is accomplished beginning at level 1-6 with incorporation of career awareness activities in the social studies curriculum to levels 9-12 in the exploratory and skill development stages where definite blocks of time are devoted to correlating education and work.[17]

The entire scope of skill development activities could well be considered exemplary in Lincoln County. Moving from a position of limited availability of vocational education opportunities to a package program consisting of activities to be made possible by this project and expanded vocational program offering is both exemplary and innovative in Lincoln County. The flexibility of the skill development programs provided through intensified skill training, cooperative education, work experience, intesified occupational guidance, counseling, and job placement provided alternative routes to occupational compentency.

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[17] Leslie H. Cochran, "Charting Changing Directions of Industrial Education." IAVE, September, 1969, p. 49.

The implementation of this proposed project and its successful institution in the educational program of Lincoln County may be viewed as one of the most effective means to provide a model of program development for rural areas.

The strategy of involvement has been utilized to assure the support necessary to insure program success. Teachers, school administrators, community leaders, employers, parents, and students have been involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities are serving as the vehicle for involvement of educational personnel. Student and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience and cooperative education work stations have begun to cultivate community support and acceptance of the project thus assuring its continuation beyond the time frame allocated for this project.

In summary, this project is designed to expand career development activities consisting of career awareness program in levels 1-6, career orientation in levels 7 and 8, career exploration in levels 9 and 10, intensive occupational guidance in levels 9-12, intensive specialized skill training for students prior to leaving school, and job placement services provided for all students who leave the system either by graduating or dropping out of school before they have completed the requirements for graduation.

Procedures

The general design of the exemplary project is characterized by four major areas: (1) career awareness in levels 1-6: (2) career orientation in levels 7-8: (3) career exploration and exposure in levels 9-10: and (4) career preparation, including intensive guidance and skill development in levels 11 and 12, with the expansion of vocational education offerings to include out-of-school youth.

The foundation for the total school program is designed around activities to promote positive attitudes toward (1) all fields of work, (2) work as a mean of obtaining many satisfactions, and (3) one's self in relation to work.

Overview of Project

Career Awareness (Levels 1-6)

The educational program for the first and second levels begins with the immediate environment and gradually broadens to encompass the larger community environment. The first grade child is introduced to the world of work by investigating and interpreting the working life of members of his immediate family. This is followed by studying workers with whom he comes in contact. The second grader is introduced to new and different kinds of workers in the community those workers not in his family or at school.[18]

The education program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate area to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.[19]

The activities learning approach continues to be the principal method of concept development for the active youngsters. Each concept is presented and re-enforced through meaningful activities suited to the physical and mental maturity of the child in grades 3 through 6. In classes with high levels of deviation, such as handicapped and disadvantaged students, adjustments are necessary to facilitate internalizing functional occupational concepts.

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[18] Lee Laws, "Elementary Guide for Career Development, Grades 1-4." Spearman Public Schools, Spearman, Texas, June, 1967. p. 17.

[19] Ibid., p. 87.

The third grade continues the lower primary approach of total and small group activities under the leadership of the teacher. The fourth grader's efforts and interests are integrated into activity-planning providing for individual differences.
The curriculum in grades 5 through 6 will include instruction and experience that will enable the students to develop positive attitudes toward work, identify and choose goals for themselves, and study occupational areas in which they are interested.

Career Orientation

(Grades 7-8)

The curriculum in grades 7 and 8 is designed to give students a knowledge of the characteristics and functions, duties and rewards of specific clusters whithin a broad spectrum of occupational families. Youth at this age level have rather specific characteristics which suggest certain needs. For example, they have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities to self appraise their emerging potentials, to analyze occupational information for decisions making, to understand the importance of all types of work, and to learn the educational and occupational requirements of different jobs.

The curriculum organization in grades 7 and 8 will be characterized by studying occupational clusters across content areas. The career orientation clusters will include manual and mechanical occupations; cherical, sales, and service occupations; and professional and technical occupations. In addition to integrating the entire curriculum at the grades 7 and 8 around career orientation, two hours per week in the seventh grade and three hours per week in the eighth grade will be used in studying the selected occupational clusters. These courses are to be taught by present teachers at the seventh and eighth grade levels.

Career Exploration

(Grades 9 and 10)

The curriculum in grades 9 and 10 is characterized as exploratory. This involves exposure to actual work situations and, hopefully, "hands-on" experiences may be provided that are related to specific occupational clusters. The instructional material will be organized into units for more extensive study. Units for grades 9 and 10 will be selected from the following broad occupational areas:

Communications
Business
Manufacturing
Construction
Technical education
Services
Transportation
Professional

Career Preparation

(Grades 11 and 12)

Three methods of student involvement will make up the curriculum in grades 11 and 12; (1) cooperative work experience, (2) specific vocational courses, and (3) pre-professional courses. The cooperative work experience will provide work stations in business and industry with related studies in the high school setting. The specific vocational courses will provide for study in specific content areas with the innovative opportunities for job "spin-off" at all levels within the occupational cluster. The pre-professional courses will provide laboratory settings in which salable skills will be practiced. All courses will be planned to provide for students with varying levels of learning abilities.

Intensive Guidance and Skill Development

(Grades 9 - 12+)

For potential dropouts, dropouts, and high school graduates who have not acquired salable skills, provisions will be made for intensive guidance, followed by intensive skill development. This preparation, guidance, and skill development may be provided in summer classes or other times during the year appropriate to student needs. A continued assessment will be made of labor market trends in the area of occupational changes through the Department of Labor (West Virginia Employment Security Service). The guidance and skill development will be held to a high correlation with job potential.

Following this intensive guidance and skill development, a follow-up study will be conducted on the job with counseling and job development training. Since Lincoln County traditionally is an area of high out migration, contract will be negotiated with other school districts to make the necessary follow-up of students employed in other counties, regions, and states when such units provide these services.

Schools and Locations

All schools in Lincoln County will be included in this project. The Lincoln County school system is composed of twenty-three (23) different schools. Three of these schools have grades 1-6, fifteen have grades 1-8, two have grades 7-12, and two have grades 9-12. All schools, with the exception of two located in the town of Hamlin (population 1,800) are in extremely isolated rural areas.

In addition to those schools presently in existence a county area vocational school is now in existence. This project will make skill development programs available to students in grades 11 and 12 with the exception of Harts High School which is located in a remote area of the county. A special summer exploratory program and intensified job preparation program will be made available to students from Harts High School.

On the following page is a listing of presently existing schools and their 1972-73 enrollments clustered in relation to project components. Figure 2 Page 42 indicates the geographic location of each school listed.

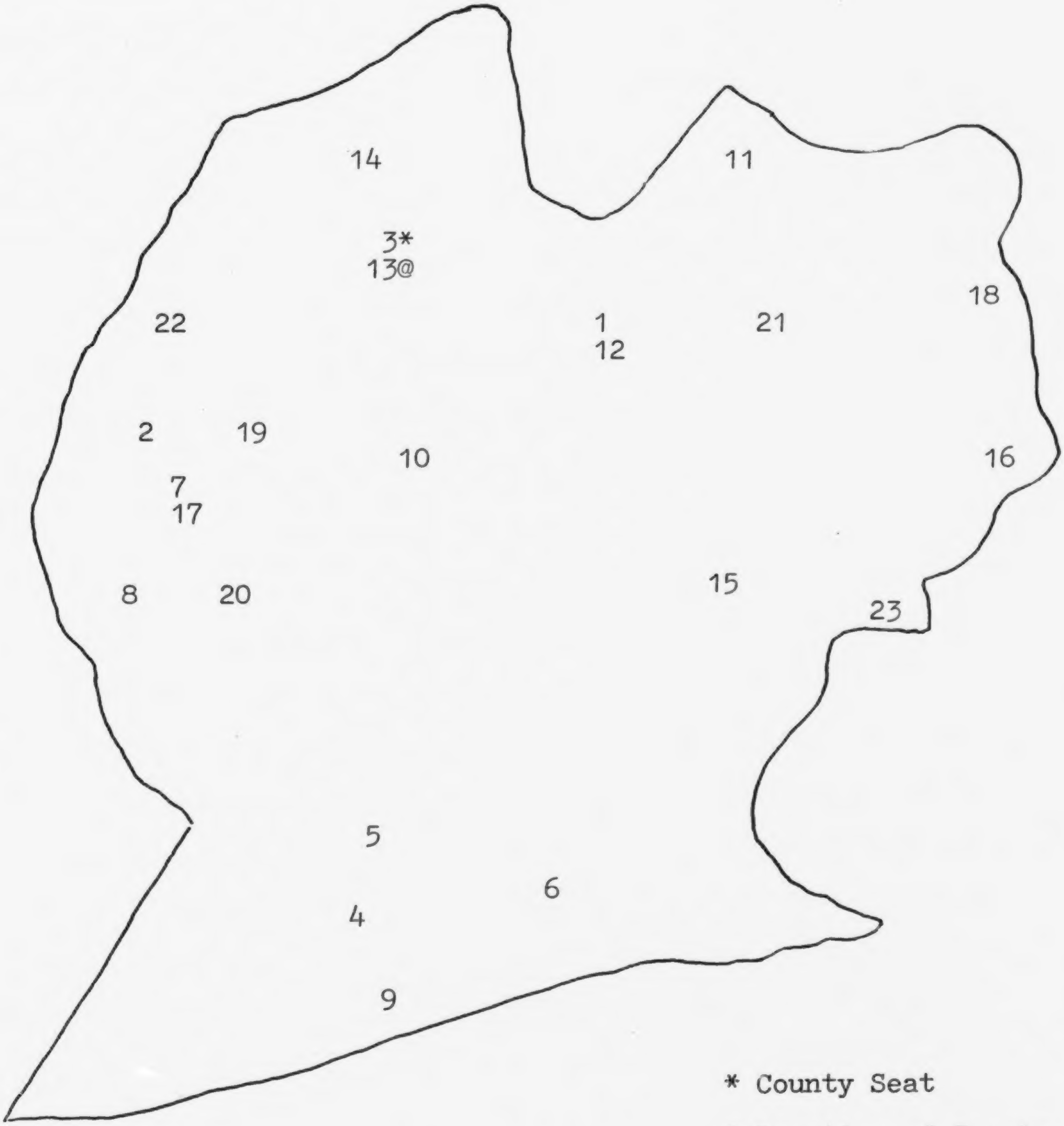
LINCOLN COUNTY SCHOOLS

School	1-6	7-8	9-10	11-12	Special Ed.
Duval High School..................			266	220	
Guyan Valley Achool................			326	221	12
Hamlin High School.................		114	172	148	
Harts High School..................		134	132	96	
Atenville Elementary School........	211				29
Big Ugly Elementary School.........	84				
Branchland Elementary School.......	184	64			
Cuzzie Elementary School...........	26				
Ferrellsburg Elementary............	163				
Fez Elementary School..............	104	31			
Garretts Bend Elementary School....	67	19			
Griffithsville Elementary School..	212	55			23
Hamlin Elementary School...........	373				24
Lower Mud River Elementary School..	0	0			
Martin Elementary School...........	84	31			
McCorkle Elementary School.........	92	23			
Midkiff Elementary School..........	146	20			
Midway Elementary School...........	175	45			
Pleasant View Elementary School...	252	121			20
Ranger Elementary School...........	155	56			
Sumerco Elementary School..........	67	24			
West Hamlin Elementary School.....	170	63			
Woodville Elementary School.......	91	30			
TOTAL.............................	2656	830	896	685	108

Total Active
Enrollment 5,175

Figure 2

GEOGRAPHIC LOCATION OF LINCOLN COUNTY SCHOOLS


14
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9

* County Seat

@ Location of County Area Vocational Facility

Student Population

The net enrollment in Lincoln County Schools during the 1972 school year was 5,175. This enrollment consisted of 2,656 students in grades 1-6, 830 students in grades 7-8, 1,581 in grades 9-12, and 108 students in special education. All students will have the opportunity to participate in various project components. Based on the 1972-73 student population, the estimated number of students to be served is as follows:

FY 72

Programs Supported by Project Funds

		Estimated enrollment	% of those eligible served
(1)	Career Awareness (Grades 1-6)	2116	88%
(2)	Career Orientation (Grades 7-8)	750	96%
(3)	Career Exploration (Grades 9-10)	896	100%

Programs Supported by Funds Made Available Through the State Plan for Vocational Education and Local Taxes.

		Enrollment
(4)	Existing Vocational Education Programs	855
(5)	Existing Consumer and Homemaking Programs (one program in each of two high schools)	245

FY 72 and FY 73

Programs Supported by Project Funds

		Estimated enrollment	% of those eligible served
(1)	Career Awareness (Grades 1-6)	2116	88%
(2)	Career Orientation (Grades 7-8)	750	96%
(3)	Career Exploration (Grades 9-10)	896	100%
(4)	Cooperative Education	26	5%
(5)	Intensified, Occupational, Guidance, Counseling, and Job Placement	685	100%
(6)	Intensified Job Skill Development	40	6%

Programs Supported by Funds Made Available Through the State Plan for Vocational Education and Local Taxes.

		Enrollment
(7)	Existing and Expanded Vocational Education Programs (including disadvantaged and handicapped)	460
(8)	Work Study Programs	20
(9)	Summer NYC Programs (OEO Funded)	0

In addition to these programs which are designed to serve elementary and secondary student facilities are utilized in serving the adult segment of the population in retraining and upgrading job skills of employed and unemployed adults in the community.

There are no non-profit private schools in Lincoln County, therefore, provisions do not have to be made for the participation of such students in the project.

Materials

The materials utilized in the project cover occupational information appropriated for the particular grade level and are in various forms such as printed materials, audio-visual, etc.

The Lincoln County Demonstration Center is used to house all the materials, equipment, and printed information. This information and material is catalogued and made available along with all the equipment to all schools when needed. A moble unit is used to deliver the materials and equipment.

In all phases of the project with the aid of consultants, the coordinator, teachers, and principals have the responsibility of selecting these specified methods and materials to be incorporated at a given stage.

I. Types of audio-visual materials for occupational education
    A. Closed circuit television
    B. Controlled readers
    C. Displays

D. Films
E. Filmstrips
F. Microfiche
G. Projectors, film and filmstrips
H. Tapes, records, and record players
I. Transparencies
J. Flannel boards and chalkboards

II. Types of printed materials

A. Books about occupational career choices, etc.
B. Employment security publications
C. Magazines and newspaper articles related to careers
D. Pamphlets
E. Professional product kits of occupational briefs such as careers and SRA kits
F. Occupational briefs from professional technology
G. Textbooks

III. Types of occupational orientation activities

A. Career games
B. Models
C. Mock-up
D. Puzzles
E. Simulated materials

IV. Department of Labor Publications

A. Dictionary of Occupational Titles
B. Employment Security Trends
C. Job Guide Book For Young Workers
D. Occupational Outlook Handbook
E. Occupational Outlook Quarterly

V. Types of Guidance Materials

A. Guidance kit for elementary counselors and teachers
B. Professional guidance series booklet
C. Basic guidance kit
D. SRA guidance series
E. Keys to vocational decisions, grades 8-12
F. Career information kits, grades 10-12
G. Careers for high school graduates, grades 7-12
H. Careers for women, grades 7-12
I. Job family series, grades 9-12

VI. Types of Testing

A. Testing achievement, grades 1-12
B. Testing ability, grades 1-12
C. Testing aptitudes, grades 3-12

D. Testing personal preference and interest, grades 6-12
E. Testing high school placement, grades 8-9
F. Special testing in clerical, typing skill, etc., grades 9-12

As the project progresses, constant evaluation will be made and additional materials will be developed in workshops conducted by the exemplary staff.

Strategies For Change

The exemplary staff composed of the project director and three coordinators obtained community support through formal and informal meetings with P.T.A. groups, business, civic and citizens groups. Various organizations, businesses, and community groups have been recruited to provide occupational resource persons to talk with students in the classroom, and for field trip sites. The strategy of involvement will be utilized continuously to assure the support necessary to insure program success. Teachers, students, school administrators, community leaders, employers, and parents will be further involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities will continue to serve as the vehicle for involvement of educational personnel. Students and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience and cooperative education work stations is planned to cultivate community support and acceptance of the project, thus assuring its continuation beyond the time frame presently allocated.

The task prior to implementation also included training of professional personnel, conducting workshops and in-service training for teachers and administrators, reorganizing the curriculum, testing and advising students, developing model curriculum materials, establishing schedules, securing work stations, and performing other activities related to administration and supervision. Within the Lincoln County School System, the model adopted for the reorganized curriculum may be considered innovative. As such, Havelock's model for planned change was adopted.[19]

The implementation strategy also utilized a sequential phasing in of the career education concept, in grades 1-12 in all Lincoln County schools in the fall of 1972.

Workshops Emphasize Task and Process Elements in Project Implementation

The faculities in the remaining schools not in the program in Lincoln County participated in a week long workshop just prior to the opening of 1972-73 school term. A one day in-service session was held November 6, 1972 for those teachers who could not participate in the week long workshop in August.

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[19] Ronald G. Havelock, "A Guide to Innovation." University of Michigan, January 20, 1971.

Many worthwhile innovative programs fail because of inadequate attention to the human relations or process phase of the project. Although technical and informational components are often highly functional and revelant, process problems may intervene to mininize the potential effectiveness of the effort. In order to avoid this barrier to program implementation the staff of the Lincoln County Exemplary Project organized the workshops around a dual approach, designed to focus on both human relations and technical skill development. The model of Planned Organizational Development and Change shown in Figure 3 illustrates the dual emphasis of the Lincoln County Workshop, and the strategy which project staff members plan to utilize in completing the total project.

FIGURE 3
Planned Organizational Development and Change
A Dual Emphasis

Orientation	Problems	Goals	Change Agent Role
Process	Poor Utilization of Group Resource Poor Problem Solving Procedures Powerlessness-low Influence Lack of intergroup linkages Dehumanized organization Non Involvement-Apathy Inept Leadership Communication Breakdowns Etc.	Increased Group and Organizational Competancy In the Process Dimensions necessary for Sucessful Task Implementation	Change Educator focuses on social systems, relationships, communication,co-operation and other people centered problem areas.
Task	Introduction of Career Awareness Program-Grades 1-6 Introduction of Career Orientation and Exploration Grades 7-10 Implementation of Vocational Courses-Grades 11-12 Job Placement	Specific Task Achievement Project Completion	Task or Informational Specialist who centers on Information, Subject Matter, Task.

Problems: Usually we think of group and organizational problems in the "task" category. In fact, in most groups and organizations, "process" problems also exist (e.g. undemocratic decision making), and may block any "task" action.

Goals: Process oriented goals seek development of problem solving abilities as well as solutions. This ability can be expressed in working on both process and task problems.

Change Agent Role: The change Educator is more "process" oriented, while the task specialist focuses on the "task". As a team they may combine the two models into one.

The first day of 1972 summer workshop, which ran for six hours daily, was devoted to team building and organizational development. The framework of the session was a sequential group building process which took all participants through four basic stages of team development. The participants were divided into groups, each with a leader trained in group dynamics. In these small groups the participants were involved in experimental situations and learned first hand about effective communication, consulting, problem solving, planning, feedback, group decision making and team work. Seven teachers who were involved in our pilot schools served as consultants to the participants in the 1972 summer workshop.

The second day the Lincoln County Model for Career Education was presented in the total group with reaction and discussion following in the small groups. The model emphasized the sequential approach with first graders learning about occupations in the immediate family, and each grade broadening its perspective until sixth graders would be studying the interdependence of occupations on a world wide basis. Junior high orientation and exploration would lead to specific choices at the senior high level followed by post high school technical training, a job, or continued academic training. The remainder of the session was donated to development of a career units with the evaluation and accomplishments of career education in Lincoln County over the past year.

On Wednesday, the session opened with a speaker who had been connected with a similar project. He shared experiences and insights gained from the efforts of he and his staff. This was followed with each of the groups going through the process of developing Career Awareness Units that could be used in the classroom, culminating in a role playing situation, in which the groups simulated typical roles played by the occupational persons on which the units focused. Each group was observed by one of the consultants who then offered constructive feedback on positive and negative elements noted.

Thursday's session opened with a short lecture on Career Education in West Virginia which included group interaction. The remainder of the day was donated to development of Career Units. The Lincoln County program emphasized the inclusion of six elements as being important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studied for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupations including role playing and manipulative activity. The remainder of Thursday was spent with teachers divided by grade level developing actual units for use in the classroom during the coming school year. Units created by project coordinators acted as consultants on procedural, technical, and process concerns of the groups.

On Friday, work was completed on the units, and the final afternoon session saw participants from the same schools discussing scheduling, correlation of subject matter and team teaching concerns, as well as securing resources and materials. Plans were out-lined for the maintenance of continued contact between project staff and teachers in a systematic consulting-helping relationship.

By the end of the workshop the various school staffs, both teachers and administrators were well organized and ready to begin the second phase of Career Awareness activities in Lincoln County. Data gained from verbal contact with teachers and principals indicated that the two pronged approach of the workshop resulted in the development of a cohesive, committed team of teachers, principals and central staff personnel unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as compentance in such process areas as communications, cooperation and problem solving. This combination seems to be the key to a successful project which facilitates central staff and teacher integration, and accelerates the development and maintenance of teamwork and consensual behavior.

An in-service session was held for those teachers who could not attend the summer workshop. Due to the short length of time for the workshop project staff and consultants covered the essential material for career education in Lincoln County. In the morning session there was two short lectures on career education in the nation, state and in Lincoln County. This was followed by a question and answer period and group discussion about the Lincoln County Model, career education principles, terminology, teaching procedures, goals, activities and correlation. The evening session was donated to working up a mini-unit in career education. The participants were broken up into two groups with project staff and consultants working with the groups on their units. Another workshop is scheduled, in January of 1973. See Appendix B for workshop Agenda.

Instructional Staff

The project staff consists of a Director and three coordinators, a Curriculum Coordinator, Human Resources Coordinator, and Guidance Coordinator.

The project staff remains the same with one exception. Mr. Thomas E. Woodall has resigned as Guidance Coordinator to take a similiar job in Georgia. Mr. Thomas M. Miller, Jr. has taken his place.

Thomas M. Miller, Jr. is Guidance Coordinator for the Exemplary Project. He received his A.B. Degree from Marshall University in Social Studies and Physical Education. He is presently working toward his M.A. Degree at Marshall University in counseling and rehabilitation and will conclude his degree in May of 1973. His employment experience includes, five years as social studies teacher and one year as coach at Guyan Valley High School, four years as summer playground director at Branchland, and seven years in various aspects of the grocery business.

Since August, 1972 he has been active as Guidance Coordinator in the Lincoln County Exemplary Project.

SCHOOLS AND TEACHERS
IN
LINCOLN COUNTY EXEMPLARY PROGRAM

Hamlin Elementary

- Shelia Burns
- Marie Mays
- Ida Curry
- Nancy White
- Amy Linville
- Mildred Thompson
- Elizabeth Carper
- Patty McComas
- Arith Martin
- Ilean Pullen

Hamlin High

- Betty McClure
- Mike Midkiff
- Philmore Burns
- Bobby Lawson
- Greg Ellis

Fez

- Ed Burns

Sumerco

- Doris White
- Darlene Tackett

Harts High School

- Judy Brumfield
- Clarice Brumfield
- Kyle Garretson
- Harold Smith
- Bill Adkins

Griffithsville

- Omal Valentine
- Hester Adkins
- Revella Brown
- Nora Stewart
- Betty Cassle
- Jewell Dawson
- Majorie Sisk

Garretts Bend

- Beuna Price
- Elaine Gold
- Therman Stickler

McCorkle

- Jimmy Stowers
- Joan Stowers
- Fred Meadows

Midway

Ray Issacs
Sharon McCellan
Shirley Dugan
Janice Moore
Lucretia Meadows

Martin

Lillian Clay

Woodville

Louis Watts
Forrest Cummings
Therman Caudill
Christy Linville

West Hamlin

Nancy Bowen
Larry Prichard
Myrtle Prichard
Anna James
Mike Pauley
Maude Ray

Big Ugly

Larry Stratton

Cuzzie

Norma Jean Belcher

Duval

Eva Vande Linde
Betty Prunty
Joan Bragg
Gerald Watts
Lillie Burton
Sue Porter
Paula Hammatt
Pauline Rymer
Sally Burton

Guyan Valley

Jerry Duncan
Nellie Maser
Dewana Adkins
Golden Adkins
Carol Bates
Tom Murphy
Wilburn Triplett
Joyce Martin

Branchland

Larry Kearns
Mary Wilkinson
Madeline Sloan
Birthel Hayner
Maude Scite
Betty Bellomy

Pleasant View

Sue Lawson
Virginia Johnston
Mary Midkiff
Ali Reba Yeager
Mauna Adkins
Nancy Cooper
Gaylena Midkiff
Shirley Huffman
James Bramble
Odessa Messinger

Midkiff

Kay Hunting
Avenelle Cummings
Garnet Craft
J. D. Long
Virginia Parsons
Brenda Clay

Ranger

Donna Scites
Gerald Hartley
Opal Wilbur
Sue Mann
Drema Porter
Gertrude Triplett
Betty Baker

Atenville

Anna Workman
Anna Blair
Dennis Richards
Daisy Brumfield
Faye Williams
Kelly Kessler

Ferrellsburg

Bertha Adkins
June C. Adkins
Thomas Adkins
Junita Adkins
Mabel Lucas
Peggy Adkins
Sue Kirk
Brenda Frye

D. Results and Accomplishments of The Project Advisory Committee

An advisory committee for the project has been functioning since March 20, 1971, which is recommended by the Superintendent of Schools and approved by the County Board of Education. The advisory committee includes:

Elementory Teacher	(1)
Secondary Teacher	(1)
Guidance Counselor	(1)
Elementary Principal	(1)
Secondary Principal	(1)
Business	(1)
Industry	(1)
Professional (Dentist)	(1)
Other Agency (SAC-anti-poverty)	(1)
Parents	(4)
Students	(4)

Periodic meetings have been held and continuous formal and informal contacts with the advisory committee have permitted a high degree of involvement on the part of members in the development of the exemplary project.

Facilities

Renovation of the Lincoln County Vocational Technical Center is now completed, and office space, including exemplary, is now permanent.

Commercially Produced Curriculum Materials and Supplies and Development of Bibliography

Materials from major publishing companies were reviewed through-out the year for appropiateness to the objectives of the project. Additional materials from other exemplary projects, state and federal agencies and private companies were reviewed. As a result, a wide variety of resource, curriculum, and guidance materials were acquired. A basic bibliography of commercially produced materials have been compiled by the exemplary staff. The staff later incorporated the commercial materials into an Annotated Bibliography.

Equipment

One test scoring machine to be used in grades 1-12.

Curriculum Development

Model curriculum units for grade 1-10 are now completed. The curriculum units have been used by teachers in grades 1-8. The units for grades 9-10 have been implemented. Copies of all curriculum units are included in Volumes II and III.

Development of Annotated Bibliography of Locally Produced Materials

The exemplary project staff have developed a variety of locally produced materials that could be useful in developing and implementing a career education program. Among these materials are curriculum units, tests of occupational knowledge, papers and articles dealing with program development, implementation strategies, and teachers training. An annotated bibliography describing these materials has been created by staff members. The bibliography gives a description of all these materials.

Further Implementation of Career Awareness Component In The Lincoln County School System

The career awareness phase of the project (grades 1-6) was initiated in seven pilot schools in September of 1971. The project now includes all phases of career education: awareness, orientation, exploration, and intensified job training skills. The effort includes approximately 148 teachers serving about 4,228 students. Although the program is starting only its second year, teachers have indicated an enthusiastic reaction from students. Use of multi-media occupational information, field trips, resource persons, role playing and occupational simulation are all being used. Occupations studied thus far include postal workers, law enforcement, carpentry, transportation, banking, airlines, baking, television, crafts, newspaper publication, sports, construction, communications, dairy industry, advertising, business, office, conservation, government, glass industry, lettering, gas industry, medicine, sewing, music, farming, restaurant, horticulture, ecology and power mechanics.

Teachers and principals indicated that absenteeism has taken a sharp drop, and that the enthusiasm of the faculty and students alike has re-generated the educational adventure in a new and exciting way. More information will be gathered as the project progresses. Data gained thus far from teachers, students and administrators indicates that the Lincoln County Career Education Project is a significant break-through in efforts to humanize, individulize, and make more relevant an educational process that all too often has become a cold and alien venture, isolated from the excitement and reality of life.

In-Service Training

In-service training was held for all new teachers coming into the program in January. The approach used was to hold the sessions in representative geographic regions of the county, pairing a school with new teachers, one with experienced teachers, enabling new teachers to utilize the experienced teachers as consultants. This in-service training was provided by the exemplary project staff utilizing the approach of incentive feedback whereby, the project staff divided teachers into small groups for collaboration. Trying to seek out, new and innovative concepts being used in the classroom by teachers who were presently involved in the career education concept.

Workshops for Teachers

A week long workshop was held in August, 1972 to further implement the Lincoln County Career Program. Also a one day workshop was held November 6, 1972 for those teachers who could not attend the summer workshop. One day of the August workshop was devoted to a group dynamics laboratory which focused on team building by moving both project staff and teachers through a planned sequence of group building activities, going from a heterogenous collection of individuals to a relatively homogeneous, cohesive, and committed group or team unified around the occupational awareness concept. Also built into this phase of the workshop was an emphasis on building the consulting-helping relationship between project staff and teachers, developing skills in group collaboration, and facilitating an effective communication system between all participants. The next step in the workshop was a transition to actual work by teachers, with the exemplary staff as consultants in the development of objectives, curriculum, and activities by levels, utilizing the skills in group cooperation and teamwork gained in the first part of the workshop.

This approach to team building is a modification of a model of group or team development set forth by Samuel Culbert who hypothesized that any group of people that expects to function together effectively in a unified, supportive way goes through a series of group building phases for getting acquainted, trust formation, and developing a helping relationship to group collaboration. By moving a collection of individuals through such phases in a workshop setting, this process can be accelerated so that the team building can be accomplished in a short time rather than weeks or months of unplanned, team or group formation. These concepts were utilized by exemplary staff in working with teachers in the August in-service workshop, facilitating the process of staff-teacher integration, and accelerating the process of group collaboration and consensual behavior. Two follow up sessions were held with pilot school teachers to reinforce the initial session and to further the consulting relationship between project staff and teachers. A more detailed account of the summer workshop and the November 6, 1972 in-service session has been given in a previous portion of this report under the section "Further Implementation of Career Awareness Concept In The Lincoln County School System."

Field Trip Preparation

The exemplary staff began early in the initial project year, and continued throughout the period to make contacts with appropriate sources in order to establish sites for class field trips. Exemplary staff members also developed a series of guidelines for use by teachers in taking students on field trips, and included a copy of these guidelines in each of the curriculum resource units for the various grade levels.

Dissemination of News Releases

News releases were disseminated to area news media throughout the year, particularly newspapers. All copies of the newspaper articles have been included in our Quarterly Reports and also appear in this paper in Appendix C.

Publications

Exemplary project staff members have co-authored a number of articles for publication in professional journals. Copies of the articles published thus far are included in Appendix D.

Teachers Develop Career Units

Curriculum units have been developed by the exemplary project staff. Using these units as guides teachers have developed their own units for use in their classrooms. These units can also be duplicated and shared by other teachers. See Volume IV.

Diffusion of Innovative Techniques

A new flexible and experimental attitude has been generated by the exemplary project on the part of participating teachers. A number of teachers have gone to a learning center concept in their classrooms, and an activity centered approach with their students.

Career Survey Classes

In 1971 Guyan Valley High School implemented a career survey class that was very successful. At the beginning of the school year this same type of survey class was introduced into the other three high school in Lincoln County. Students will learn about a number of occupational clusters, with an opportunity for in-depth study of some, and focus on a better understanding of themselves in terms of attitudes, abilities, values and preferences, and how these are revelant to the occupational world.

Early Childhood

At the beginning of the 1972-73 school year an Early Childhood Training Program for high school juniors and seniors was established. All students that were interested in Early Childhood Training were enrolled in the class. For the students to receive the necessary training and hands on activities to see if they were qualified for this type of work, we established a laison between the early childhood supervisor and our existing class for these students to work two days a week at the Early Childhood Center and three days a week of class related activities.

At the present time the existing guidance and counseling component of the exemplary project is assessing the evaluation of this type of career choices.

The following statement is an evaluation by the Early Childhood Supervisor concerning the influence of the Early Childhood Career preparation:

> "The Career Preparation students have much influence on the Early Childhood students. The teachers feel that children get much more individual attention, during outside play and pre-nap time. The vocational girls participate in all learning activities. They help the child to explore and understand his own world."

Adult Education Classes

The county's adult education program previously minimal in scope, has been expanded, and now a variety of business clerical training, trades and industry courses are in operation, with a 100% increase in the number of post-secondary adults involved. Coupled with this training is a job placement service operated for students in cooperation with The Department of Employment Security.

Supplementary Guidance at Duval, Guyan Valley, Harts, and Hamlin High School

The Ohio Vocational Interest Survey (OVIS) has been given to the 9th and 11th grade students at Guyan Valley High School and interpreted to them in small groups. This procedure is planned in 1972 for all high schools if asked for by the counselor, this has been an intregal part of the elementary guidance service, since the Lincoln County School System does not have elementary counseling.

The Exemplary Project Staff with the cooperation of the guidance counselor and principal at Duval High School have initiated an innovative program for the Lincoln County School System whereby the students, during their free period, will be able to check out career cassettes and cassette players. The students will be able to use these tapes about various occupations during their free period or at home. After listening to these tapes the student will have a one to one conference with the counselor to discuss what has been learned, also the counselor will interpret the attitudes and job experience necessary for this particular career. After listening to a number of career tapes the student should be able to narrow down his selection of job opportunity. These students, who are involved in this procedure, do not have the opportunity to attend the vocational school or anticipate a professional career. Through group sessions with the counselor acting as leader these students discuss their intentions and apprehensions. Another phase of this program, when possible, will be the students actually on the job or a sit and see situation:

thus the student would receive hands-on-activity that he otherwise would not receive.

Development of Career Awareness Model Showing Correlation of Academic Subjects And The Inter-Relatedness of Various Unit Components

The curriculum has become much more experience based providing students with opportunities for field experiences, compentence development, simulations of occupations, contact with actual role models of various occupational persons, and access to a wide variety of multi-media occupational information. A curriculum blending approach has been taken, with the traditional academic subject matter areas organized around a career education theme, and using team teaching as a vehicle for implementation. The Lincoln County Career Awareness Curriculum Model emphasizes the student's entering the program at any given point among the academic alternatives and career education elements on the basis of the results of his contact with a diagnostic instrument which assesses his occupational knowledge, skill, and attitudes. Through out his involvement he will have an opportunity to assess his acquistion of occupational knowledge, skills, and attitudes through the use of Achievement Instruments which will aid in identifying his abilities, aptitudes, needs, likes, dislikes, fears, interests, feelings, and values, with an opportunity for modification or re-cycling of his involvement in the curriculum if appropriate. Flexibility, involvement, and experience are the key elements in the current curriculum approach. Figure 4 (Lincoln County Career Awareness Model) depicts this approach in a visual fashion.

The seventh and eighth grade level of Career Orientation are designed to give students a broad knowledge of the characteristics and functions, as well as, the duties and rewards of specific occupations within a broad spectrum of occupational families. Students at this age level have specific characteristics which suggest certain needs and motivations. Students at this level should have the opportunity to explore their capabilities in various areas under a variety of situations. Therefore, they need the opportunity to self-appraise their emerging potential and to analyze occupational information for decision making. The students need to understand the necessity of all types of occupations and to learn the educational and occupational requirements of the many different vocations within a broad framework of the overall occupational cluster.

Students involvement and participation should be encouraged at this level so that each student will develop a positive self-concept in relation to the many and varied roles that lie within the occupational framework of our economic and social system.

Students at this level should gain a deeper insight of how the clusters interlink so that they can function productively in a technological environment.

All activities or learning situations should seek to emphasize the value of the individual in any economic system so long as he, the worker, performs occupational services which demonstrate the dignity of man by contributing to the total worth of society. See Figure 5.

The ninth and tenth levels of Career Exploration are designed to give students an indepth knowledge of the characteristics and functions, as well as the duties and rewards of specific occupations within a broad spectrum of occupational clusters. Students at this age and grade level have specific characteristics which suggest certain needs and drives toward learning more about occupations. Students at this level should have the opportunity to explore their capabilities in various areas under a side variety of occupational situations. Students need the opportunity for self-appraisal of their emerging potential and to analyze occupational information and data so that they will be more knowledgeable in occupational vocational decision making that will affect their future welfare. The students need to understand the necessity of all types of occupations and to learn the educational and occupational requirements of the many different vocations within a broad framework of the overall occupational cluster.

Technology and its effect upon the future generation of students is being conceptualized by an increasing percentage of the leading educational leaders throughout America. The nature of the vocational curriculum for intersified training should reflect these aspects based upon the student's field of interest. Academic performance need not characterize all students who reasonably expect good positions and/or employment in the future. Given the proper interlinking between academic subjects and vocational occupational information, the students will have the opportunity to explore and to make a critical examination of his potential role in society based upon his own personal values as an individual citizen in a dynamic society.

Hands-on activities at the ninth and tenth grades will help the student cope with the knowledge avalanche of the last decade and to achieve three developmental tasks: (1) organizing one's knowledge of social and physical reality, (2) learning to work well with and in peer groups, (3) becoming an independent person in the world of work. See Figure 6

Implementation of Cooperative Work Program

A cooperative work program was implemented in fiscal year 1972. At the present time twenty-six students are involved in this program.

Job Opportunity Survey of Lincoln County and Surrounding Areas

The success of every career education program is directly dependent upon both the extent to which students are prepared for and are assisted in planning and implementing their next step after learning school. To better implement this phase of the program a Job Opportunity Survey of Lincoln County and the surrounding tristate area was conducted by the Human Resource Coordinator. A copy of the survey forms may be found in Appendix E.

Cooperative Efforts of Public Library and Exemplary Staff

With enthusiasm of the school community for career education and various advisory staff committees with the cooperative effort of the exemplary staff the public library has set aside one section of their library for career education resource materials. At this time this seems to be the best possible method of getting the community involved in the career program in Lincoln County.

FIGURE 4

LINCOLN COUNTY CAREER AWARENESS MODEL

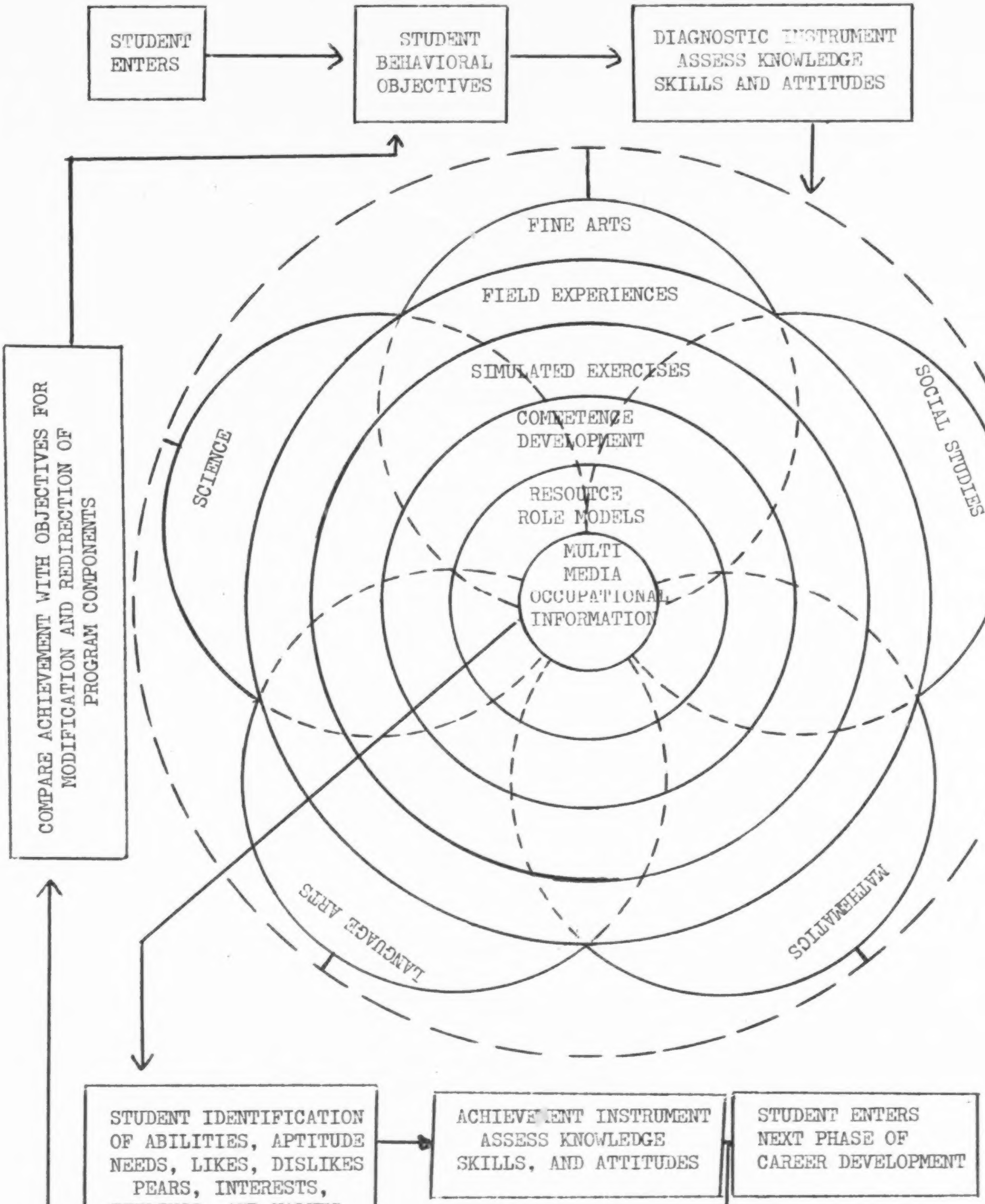

STUDENT ENTERS
STUDENT BEHAVIORAL OBJECTIVES
DIAGNOSTIC INSTRUMENT ASSESS KNOWLEDGE SKILLS AND ATTITUDES
COMPARE ACHIEVEMENT WITH OBJECTIVES FOR MODIFICATION AND REDIRECTION OF PROGRAM COMPONENTS
FINE ARTS
FIELD EXPERIENCES
SIMULATED EXERCISES
COMPETENCE DEVELOPMENT
RESOURCE ROLE MODELS
MULTI MEDIA OCCUPATIONAL INFORMATION
SCIENCE
SOCIAL STUDIES
LANGUAGE ARTS
MATHEMATICS
STUDENT IDENTIFICATION OF ABILITIES, APTITUDE NEEDS, LIKES, DISLIKES PEARS, INTERESTS, FEELINGS, AND VALUES
ACHIEVEMENT INSTRUMENT ASSESS KNOWLEDGE SKILLS, AND ATTITUDES
STUDENT ENTERS NEXT PHASE OF CAREER DEVELOPMENT

FIGURE 5

CAREER ORIENTATION MODEL

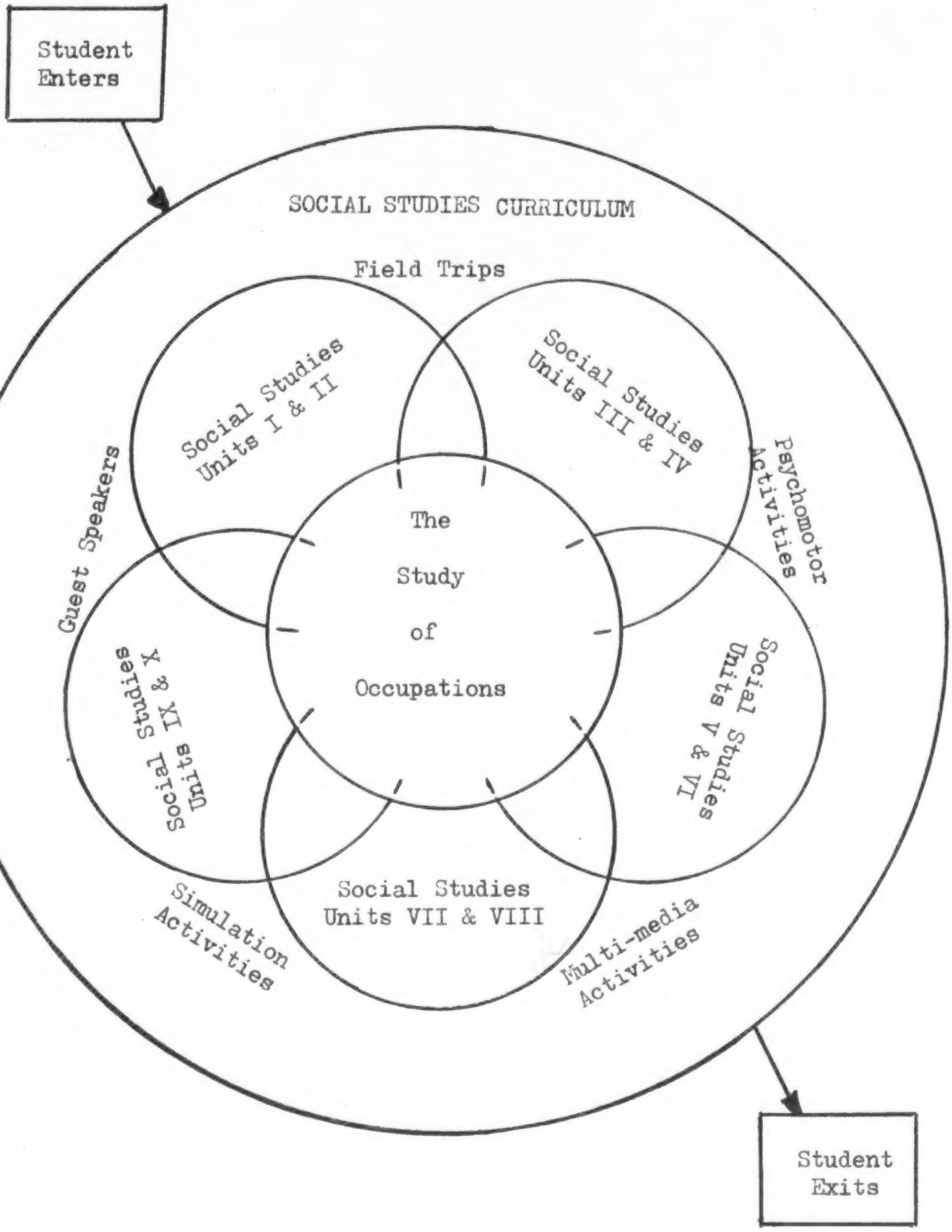
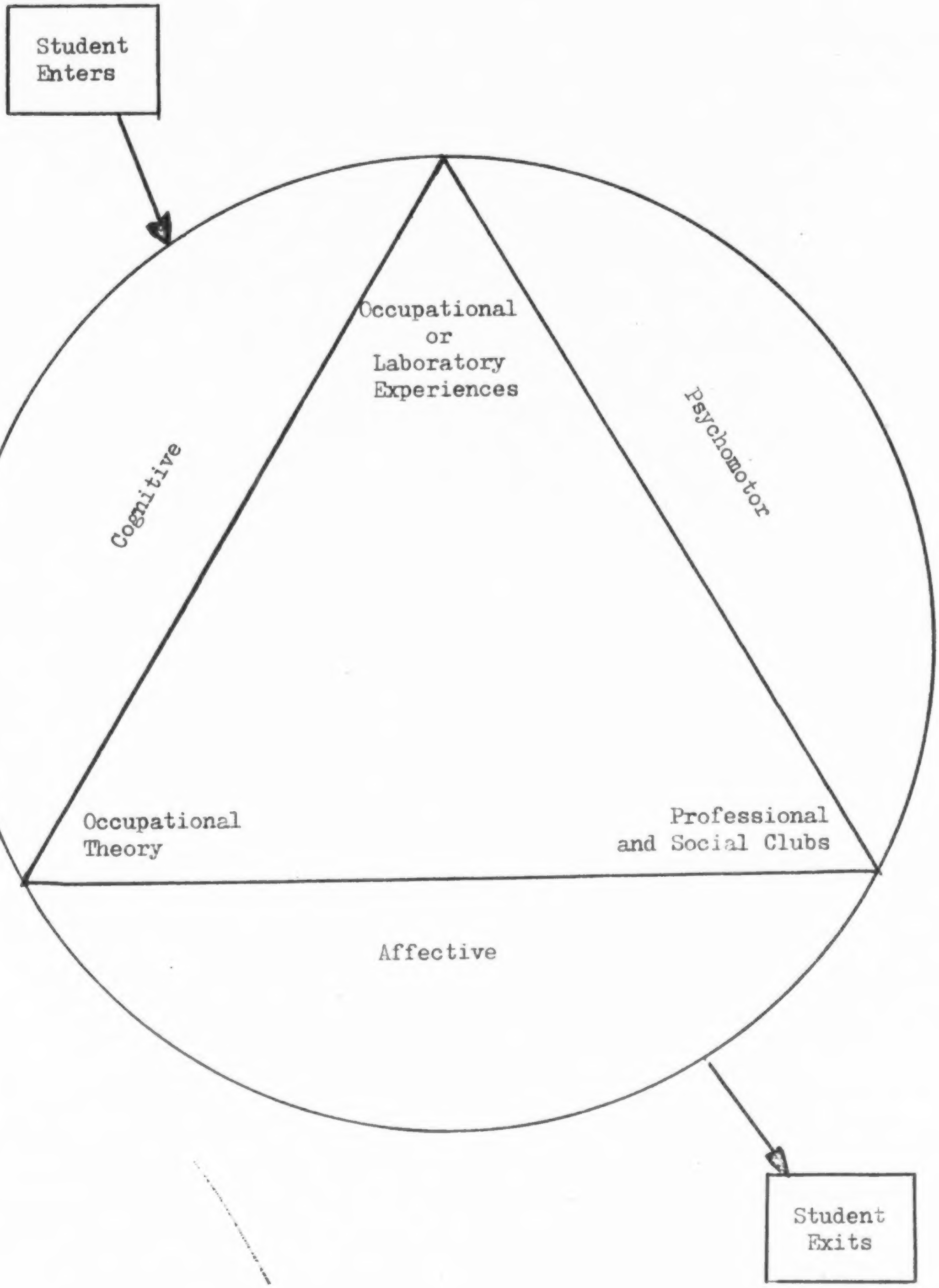

Student Enters
SOCIAL STUDIES CURRICULUM
Field Trips
Social Studies Units I & II
Social Studies Units III & IV
Psychomotor Activities
Guest Speakers
The Study of Occupations
Social Studies Units IX & X
Social Studies Units V & VI
Social Studies Units VII & VIII
Simulation Activities
Multi-media Activities
Student Exits

FIGURE 6

CAREER PREPARATORY MODEL


Student Enters
Occupational or Laboratory Experiences
Cognitive
Psychomotor
Occupational Theory
Professional and Social Clubs
Affective
Student Exits

E. Abstract of Evaluation

The Lincoln County Career Awareness Program (grades one through six) systematically provides meaningful career education experiences which are correlated with Fine Arts, Language Arts, Mathematics, Science, and Social Studies. Teaching strategies of Field Trips, Resource Role Models, Manipulative Activities, Simulation, and Multi-Media Activities are incorporated into instructional resource units.

Experimental Treatment students (n=214) and the Control Treatment students (n=205) were pretested in September 1971 and postested in May 1972. The Experimental and Control Treatment Students were randomly selected from intact classes. Approximately eighty students were selected from each grade.

An analysis of covariance (Multiple Regression Analysis) on data obtained with the California Language Achievement Test, California Mathematics Achievement Test, and Occupational Awareness Test Indicated a significant difference (0.01 level) between the adjusted posttest means of the experimental students and the adjusted posttest means of the control treatment students. The analysis of data on the three test instruments yielded F ratios of 7.32, 14.30, and 14.84. The adjusted posttest means for the experimental group were 11 percent higher on language achievement, 24.5 percent higher on mathematics achievement, and 18 percent higher on occupational awareness than the adjusted posttest means for the control group.

This study provides evidence that the process of systematically receiving meaningful career education experiences produces a positive effect on language achievement, mathematics achievement, and occupational awareness. This study also provides credibility to the hypotheses upon which the Lincoln County project is based. These hypotheses are as follows:

1. Illustrating the value of academic skills in terms of their relationship to the career world provides an effective vehicle for achieving career education goals and academic subject goals.
2. An activity centered functional approach which illustrates abstract theory allows for a greater understanding of self, academics, and the career world.
3. Cooperative interaction with individuals significant to the student (parents peers, teachers, counselors, administrators, and members of the community) provides meaning to the process of formal education.
4. Experienced teachers will systematically implement innovative programs when they are provided with meaningful in-service education which focuses on both process and task components.
5. Administrative leadership which directs its attention to meeting the needs of teachers facilitates effective implementation of innovative projects. See Volume V.

F. Conclusions, Implications, and Recommendations For The Future

The following recommendations and observations have been developed by the Lincoln County Exemplary Staff in cooperation with Marshall University evaluation team, and are based upon perceptions gained from visits with project teachers on selected occasions and observations of project activities.

Observations:

1. Teachers are having some problems correlating existing disciplines with occupational studies.
2. Level one teachers usually need four to five weeks before implementating career awareness units into their regular disciplines.
3. Teachers in the program are making excellent progress in initiating new career units.
4. We find that teachers need more in-service days for career workshops.
5. We observe that a more active leadership role by the county superindentent would bring about a faster implementation of career education in Lincoln County.
6. Levels 7-8, 9-10, and the guidance component of career education are being implemented in various, unique ways and seem to be highly favorable.

Recommendations:

1. Outstanding teachers should be used as consultants to other teachers in the career education program.
2. Students should be able to enter any occupational study through any one of the existing disciplines.
3. Teachers should use adopted text for skill development.
4. Teachers need to use a wider variety of audio-visual materials in the classroom.

5. A team of career education specialists should be used as consultants to aid in closing the gap between the traditional curriculum and the activity orientated curriculum.

6. An In-Service Workshop for the following people would help bridge the gap between the traditional classroom and the career education concept which should include all administrative personnel staff both county staff and school building administrators.

APPENDICES

Appendix A	Bibliography
Appendix B	In-Service Workshop
Appendix C	News Releases
Appendix D	Publications
Appendix E	Survey Forms
Appendix F	Curriculum Model and Strategies for Implementation
Appendix G	Project Visitors
Appendix H	Correspondence
Appendix I	Volumes to Interim Report[1]
	(a) Volume II of Volume I (b) Volume III of Volume I (c) Volume IV of Volume I (d) Volume V of Volume I
Appendix J	Dissemination

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[1] All material listed in Appendix I have been bound in individual volumes and included under separate cover, as shown above.

Appendix A

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BIBLIOGRAPHY

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Appendix B

IN-SERVICE WORKSHOPS

Lincoln County Schools - Vocational and Technical Edu.
HERBERT B. HOLSTEIN, DIRECTOR • HAMLIN, WEST VIRGINIA 25523 • (304) 824-5449

July 20, 1972

Dear

You have indicated that you are interested in becoming involved in the Career Awareness and Orientation Program which is being continued and implemented in the Lincoln County School System this fall. We are now planning an In-service Workshop to be held August 21-25 for all teachers who have indicated a desire to participate in the program. I would like to take this opportunity to invite you to participate in the workshop as your involvement should be helpful in facilitating integration of the Career Awareness and Career Orientation Curriculum into your school's program, and in familiarizing you with details of the various phases of the project.

We will be able to offer three semester hours graduate or undergraduate credit from Marshall University to all workshop participants. We will be able to pay all workshop participants for all five days involvement. The workshop will involve orientation to the purpose of the career awareness and career orientation curriculum in the schools, development of model curriculums, plans for implementation, simulation and role playing activities. A more detailed agenda for the workshop will be mailed to you soon. The agenda for the workshop will, in general, run from 9:00 A.M. to 3:30 P.M.

I have enclosed a form on which you may re-confirm your desire to participate in the Career Awareness and Career Orientation

Program and the August workshop. Please fill out the form and return it in the enclosed stamped, self-addressed envelope. Please do so immediately so that we can finalize workshop plans.

We look forward very much to working with you in this program, and should you have any questions please feel free to call us at 824-5449.

Sincerely yours,

Herbert B Holstein

Herbert B. Holstein
Project Director

HBH/tl

Enclosure

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

CAREER AWARENESS AND CAREER ORIENTATION

Lincoln County

Board of Education
P. O. Box 437
Hamlin, W. Va. 25523

NAME____

HOME ADDRESS________________________________

PHONE_______________________________________

SCHOOL______________________________________

GRADE_______________________________________

Please check the appropriate spaces below and return this form in the enclosed stamped, self-addressed envelope.

I will be a participant in the August 21 through August 25 In-Service Workshop in Career Awareness and Career Orientation.

Yes____________ No____________

I wish to apply the In-Service Workshop to graduate or undergraduate credit from Marshall University.

Yes____________ No____________

Lincoln County Schools - Vocational and Technical Educ

HERBERT B. HOLSTEIN, DIRECTOR • HAMLIN, WEST VIRGINIA 25523 • (304) 824-5449

July 21, 1972

Dear

You have been selected to participate in the August 21 workshop as a consultant to the teachers who are entering the program this year.

You will receive a stipend for your services on August 23, 24 and 25. The workshop will involve career awareness and career orientation curriculum in the schools, development of model curriculums, plans for implementation, simulation and role playing activities.

I have enclosed a form on which you may confirm your participation as a consultant in the Career Awareness and Career Orientation Workshop. Please fill out the form and return it in the enclosed stamped self-addressed envelope. Please do so immediately so that we can finalize workshop plans.

We look forward to working with you as a consultant in this workshop and should you have any questions, please feel free to call us at 824-5449.

Sincerely,

Herbert B. Holstein

Herbert B. Holstein
Vocational Director

HBH/cp

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

CAREER AWARENESS AND CAREER ORIENTATION

Lincoln County

Board of Education
P. O. Box 437
Hamlin, W. Va. 25523

NAME______________________________

HOME ADDRESS______________________________

PHONE______________________________

SCHOOL______________________________

GRADE______________________________

Please check below and return this form in the enclosed stamped, self-addressed envelope.

I will be a consultant in the August 21 In-service Workshop in Career Awareness and Career Orientation on August 23, 24, and 25.

Yes______________ No______________

MEMORANDUM

DATE: August 1, 1972

TO: All Participants In Career Development Workshop - August 21st-25th, Lincoln County Vocational-Technical Center, Hamlin.

FROM: Herbert B. Holstein, Director Vocational Exemplary Project.

SUBJECT: Time Schedules and Agenda For In-Service Workshop.

Enclosed you will find a time schedule and agenda for the August 21st-25th, In-Service Career Development Workshop to be held at the Lincoln County Vocational-Technical Center. The Workshop will prepare teachers for involvement in the Career Awareness Program grades one through six and Career Orientation Program grades seven and eight to begin in your school this fall.

We have confirmed that three hours academic credit will be offered by Marshall University for participation in the workshop and for involvement in the Career Awareness Program or Career Orientation Program in your school during the fall semester.

Lincoln County's Program is the first of its kind in West Virginia and one of the first five in the nation. At a time when our country's educational systems are confronted by an increasing need for relevancy and creativity, you can be proud to be involved in a program that is designed to generate innovative approaches to the problems and needs of our nation's students.

This is a working workshop, and the emphasis will be on participation and involvement.

If you have futher questions please call us at 824-5449. We will see you on August 21, and are looking forward to the opportunity to collaborate with you and your fellow teachers in a workshop that will enable us to combine our resources, skills, and ideas in developing and planning an exciting venture in learning.

Herbert B. Holstein
Project Director

AGENDA

IN-SERVICE WORKSHOP IN

CAREER AWARENESS
and
CAREER ORIENTATION

LINCOLN COUNTY VOCATIONAL CENTER

HAMLIN, WEST VIRGINIA

Monday-August 21, 1972

9:00 Opening Remarks & Introduction--Herbert B. Holstein, Director, Lincoln County Exemplary Project.

9:15 Remarks--Cline Adkins, Lincoln County Superintendent of Schools, and Walter Midkiff, Assistant Superintendent of Schools.

9:30 Team Building and Organizational Development--Wendell G. Marston, West Virginia University Appalachian Center. Ernie Husson, Director, Carver Vocational Technical Center. Bob Whitler, West Virginia University Regional Medical Program. Thomas E. Woodall, Professor, Georgia Southern College.

10:15 Coffee Break

10:30 Team Building and Organizational Development.

12:30 Lunch

1:30 Overview of Career Education--Dr. Charles I. Jones, Marshall University.

2:15 Break

2:30 Slide Presentation--Herbert B. Holstein

3:30 Adjourn

AGENDA

IN-SERVICE WORKSHOP IN

CAREER AWARENESS
and
CAREER ORIENTATION

LINCOLN COUNTY VOCATIONAL CENTER

HAMLIN, WEST VIRGINIA

Tuesday-August 22, 1972

9:00 Opening Remarks & Introduction---Daryle G. Elkins, Human Resource Coordinator, Lincoln County Exemplary Project.

9:10 Danny Plumley--Math & Science Supervisor, Lincoln County Schools.

9:20 Christine Miller--Elementary Supervisor, Lincoln County Schools.

9:30 Lincoln County Models-Awareness-Exploration-Orientation-Intensified Training---Dr. LeVene Olson, Marshall University.

10:15 Coffee Break

10:30 Group Interaction of the Models---Dr. LeVene Olson.

11:30 The Organization of Unit Components In K-8 With Group Interaction---Daryle Elkins.

12:00 Lunch

1:00 Cognitive, Affective and Psychomotor Behavioral Objectives With Group Interaction---Dr. Charles I. Jones, Marshall University.

2:00 Accomplishments of Career Education In Lincoln County---Dr. LeVene Olson.

2:15 Coffee Break

2:30 Evaluation of Career Education In Lincoln County---Dr. LeVene Olson.

3:00 Articulation and Implementation of Unit Development In Grades K-8 With Group Interaction---Billy J. Burton, Curriculum Coordinator, Lincoln County Exemplary Project.

3:30 Adjourn

AGENDA

IN-SERVICE WORKSHOP IN

CAREER AWARENESS
and
CAREER ORIENTATION

LINCOLN COUNTY VOCATIONAL CENTER

HAMLIN, WEST VIRGINIA

Wednesday-August 23, 1972

9:00 Opening Remarks & Introduction---Herbert B. Holstein, Director, Lincoln County Exemplary Project.

9:10 Career Education---Dr. Alton Crews, Charleston County School System, Charleston, South Carolina.

10:15 Coffee Break

10:30 Career Education & Group Interaction---Dr. Alton Crews.

12:00 Lunch

1:00 Introduction---Daryle Elkins

1:05 Simulation and Role Playing---Dr. Jonelle Kirby, West Virginia College of Graduate Studies, Nitro, West Virginia.

2:15 Coffee Break

2:30 Unit Development---Drs. Kirby, Jones, Olson and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer and Amy Linville as teacher consultants.

3:30 Adjourn.

AGENDA

IN-SERVICE WORKSHOP IN

CAREER AWARENESS
and
CAREER ORIENTATION

LINCOLN COUNTY VOCATIONAL CENTER

HAMLIN, WEST VIRGINIA

Thursday-August 24, 1972

9:00 Opening Remarks & Introduction---Herbert B. Holstein, Director, Lincoln County Exemplary Project.

9:10 Career Education in West Virginia---Mike Murphy, State Department of Vocational Education, Charleston, West Virginia. (Group Interaction)

10:00 Mildred Huffman---Guidance Supervisor, Lincoln County Schools.

10:10 Euleah Ellis---Reading Supervisor, Lincoln County Schools.

10:20 Coffee Break

10:30 Unit Development in Small Groups---Drs. Kirby, Olson, Jones and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer and Amy Linville as teacher consultants.

12:00 Lunch

1:00 Unit Development in Small Groups---Drs. Kirby, Olson, Jones and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer and Amy Linville as teacher consultants.

2:15 Coffee Break

2:30 Unit Development in Small Groups---Drs. Kirby, Olson, Jones and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer, and Amy Linville as teacher consultants.

3:30 Adjourn

AGENDA

IN-SERVICE WORKSHOP IN

CAREER AWARENESS
and
CAREER ORIENTATION

LINCOLN COUNTY VOCATIONAL CENTER

HAMLIN, WEST VIRGINIA

Friday-August 25, 1972

9:00 Opening Remarks---Herbert B. Holstein, Director, Lincoln County Exemplary Project.

9:10 Unit Development & Interaction in Small Groups---Drs. Kirby, Olson, Jones, and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer and Amy Linville as teacher consultants.

10:15 Coffee Break

10:30 Unit Development & Interaction in Small Groups---Drs. Kirby, Olson, Jones, and Sue Lawson, Bertha Adkins, Doris White, Mary Bias, Virginia Johnston, Pauline Rymer and Amy Linville as teacher consultants.

12:00 Lunch

1:00 Summary and Follow-up-Plans---Herbert B. Holstein

1:30 Registration for Academic Credit with Marshall University-Dr. LeVene Olson

2:00 Coffee Break

2:15 Continue Registration

2:30 Concluding Remarks---Herbert B. Holstein

3:00 Adjourn

AGENDA

IN-SERVICE WORKSHOP IN CAREER EDUCATION

LINCOLN COUNTY VOCATIONAL TECHNICAL CENTER

HAMLIN, WEST VIRGINIA

Monday, November 6, 1972

9:30 Dr. LeVene Olson - Introduction to Career Education Rationale for Career Education - Models - West Virginia - Nation - Career Education Terminology.

10:30 Break

10:45 Orientation to Lincoln County Model - Lincoln County Model - Career Education Principles - Teaching procedures, goals, activities, and correlation.

11:45 Lunch

12:45 Curriculum Development Procedures - Occupational Matrix - Objectives - Correlation - Resources - Evaluation.

1:45 Break

2:00 Unit Development - Individualized Unit Planning - Development of Mini Unit.

3:15 Dismissal

Appendix C

NEWS RELEASES

NEWS RELEASES

January 5, 1972	The Herald-Dispatch Education Innovations Subject of MU Session
January 19, 1972	Weekly News Sentinel University To Study Education
January 19, 1972	The Lincoln Journal University To Study Education
February 2, 1972	The Lincoln Journal National Educators See Career Program Here
February 2, 1972	Weekly News Sentinel National Educators See Career Program Here
February 13, 1972	The Herald-Advertiser Lincoln Project Brings 'Real World' To Classroom

The Herald-Dispatch
Today's Report
Wed., Jan. 5, 1972 9

Education Innovations Subject Of MU Session

Principals and supervisors from nine counties will meet Friday at Marshall University to discuss and learn about innovative instructional programs being developed in those counties. The conference begins at 9:30 a.m. and continues until 2:30 p.m. in Room 154 of Smith Hall.

Counties to be represented include Boone, Cabell, Kanawha, Lincoln, Logan, Mason, Mingo, Putnam and Wayne which comprise Region III of the West Virginia Education Association.

New language arts programs recently introduced at Huntington East and Huntington High Schools will be discussed by Paul Wassum, director of secondary language arts in Cabell County schools. Mrs. Donna Gotsch, speech and hearing therapist for Wayne County schools, will explain the operation of that county's traveling diagnostic laboratory.

Other speakers and their topics include Mrs. Mary Frances Ble[illegible]t. Kanawha County, "The Community School;" Todd Willis, Logan County, "The Outdoor Educational Program;" Thomas E. Woodall, Lincoln County, "Career Education;" Mrs. Jewell Peal, Boone County, "Values in a Tutorial Program in Reading," and Mrs. Judith Hale, Putnam County, "The Hurricane Plan," a non-graded language arts program being used at Hurricane High School where she is a teacher.

Separate business sessions of supervisors, elementary and secondary principals will be held preceding the noon recess for lunch.

Hamlin, West Virginia 25523 10¢ Wednesday, January 19, 1972

Weekly News SENTINEL

Volume No. 54 Serial No. 3

University To Study Education

The Lincoln County School System has been selected for participation in a national study of programs in Career Education by the Center for Occupational Education at North Carolina State University. A four man team organized by the University will visit Lincoln County on January 19th and 20th to meet with school system personnel, citizens, employers and representatives of organizations which offer service to the County's Career Education Project. The team is seeking to identify the best Career Education Programs in the country, and to disseminate information to those interested in such programs.

The Lincoln County Project was selected along with 41 other projects from an original list of 250 United States Programs compiled by North Carolina State.

The team members who will be visiting Lincoln County are: Dr. Kenneth Hoyt, Director of Specialty Oriented Student Research Programs, College of Education, University of Maryland; Dr. Charles Law, Director, Division of Occupational Education, North Carolina Department of Public Instruction, Raleigh, North Carolina; Dr. Alton Crews, Superintendent of School Marietta, Georgia; and Dr. A. B. Moore, Project Manager, Center North Carolina State University, Raleigh, North Carolina.

Programs of Career Education have now been initiated in school districts all over the county but little is known of how well these programs are working, and because the programs are scattered it has been difficult for school systems to obtain information form one another. It is in order to help disseminate information from these projects that North Carolina State University has undertaken their project to identify and study the best Career Education Programs in the country.

The agenda for the visit of the university team to Lincoln County calls for meetings on January 19th with project staff members, county school systems officials, including the Superintendent and Assistant Superintendent, representatives of teacers, principals, and students involved in the project; community persons involved in the program, advisory committee members, directors of personnel agencies, and representativs of organizations which offer services to the project, e.g. speakers, tours, and materials. The agenda also includes a luncheon scheduled for 12:00 on January 19th at the Lincoln County Resource and Demonstration Center.

The discussions of the university team and Lincoln County officials will focus on project goals, objectives and administration, its educational programs, including the Career Awareness, Orientation, and Exploration phases as well as skill training and job placement. Also discussed will be project materials and equipment, community resources and program-community interaction. Materials developed by the project staff, including curriculum units, tests and publications will be studied, and discussions of the relevance of commercially produced materials will also be held.

NEWS SENTINEL **Page 4 - Wednesday, January 19, 1972**

STATE PROGRAM ——— Members of the Hamlin Elementary School's Fourth Grade appeared on WHTN-TV, Channel 13 on Jan. 8th and again on Jan. 15th and presented their Career Awareness class project which was a play about West Virginia — facts about the state which had been taken from books, magazines, newspapers, leaflets and travel folders plus a visit to the State Capitol. There were some 13 to 15 children involved, according to Mrs. Nancy White, the teacher.

THE LINCOLN JOURNAL

Volume No. 67 10 Cents Hamlin, West Virginia, Wednesday, January 19, 1972 Serial No. 8

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THE LINCOLN JOURNAL

Volume No. 67 Hamlin, West Virginia, Wednesday, February 2, 1972 Serial No. 5

National Educators See Career Program Here

Major educators from Maryland, Georgia and North Carolina were in Lincoln County Jan. 19-20 to observe the local Career Awareness Program in Vocational Education.

Visiting here were Dr. Alton Crews, superintendent of schools in Marietta, Ga.; Dr. A. B. Moore, project manager for the Center for Occupational Education at North Carolina State University, Raleigh; and Dr. Kenneth Hoyt, director of Specialty Oriented Student Research Program at the University of Maryland at College Park.

Also attending the meeting here were Joyce Deckman from the U. S. Office of Education in Washington and James W. Warren Jr., from the U. S. Office of Education regional office in Philadelphia.

A buffet luncheon was held at noon Jan. 19 at the Lincoln County Resource and Demonstration Center. Four county schools offered programs on their career awareness projects. They were:

Midway Elementary, Pauline Rymer, teacher; and students Tommy Meikle, Debria Pauley, Greg Garrett, Jeff Pauley, Lura Burton and Cindy Rymer.

Pleasant View Elementary, Virginia Johnston, teacher; and students Reginia Adkins, Alanna Adkins, Ken Prichard, and Michael Perry.

Hamlin Elementary School, Amy Linville, teacher; and students Abbie Craft, Deanna Dotson, Jeff Wade, Duane Cummings, Alan Lambert, Ken Ashworth and Mark Terry.

Hamlin Elementary School, Mary Bias, teacher; and students Tammy Terry, Janie Arnold, Merlene Browning and Diana Cooper.

Representatives of the State Department of Education and Marshall University also attended as did county education personnel including Herbert Holstein, vocational exemplary director and his staff of Daryle Elkins, Thomas Woodall, Billy Burton, Constance Pence and Doris Wade.

Others attending included retired county superintendent W. B. Van Horn, Sheriff Tom Lovejoy, Prosecutor Boyce Griffith, Dr. C. L. Wilkerson, J. D. Smith, Macel VandeLinde, Eugene Brewer, Homer Hager II, Edwin Black, Dotty Woodall, Maude Messinger, Madeline Kiser, Jerry Peyton, Sidney Adkins, Obyne Woodall, Iris Hager, Lura Scites, Janet Vance, Emmitt Adkins, Kermit Adkins; Zack Laney, public relations director for the C&O-B&O Railroad in Huntington; William Funk, W. Va. Department of Employment Security and Pauline McCallister, director of the Office of Economic Opportunity.

North Carolina State University has a 12-month contract with the federal government to identify, assess and describe career education programs in the United States.

Additional Pnoto Page 8

LINCOLN JOURNAL *Page 7 - Wed., Feb. 2, 1972*

Amplitude Modulation
Electron Tubes
CHART
Coaxial Cable

CAREER AWARENESS was the all day theme Wednesday for an evaluation committee from University of North Carolina as they evaluated the Lincoln County Career Awareness Program in Vocational Education. Cindy Rymer, a sixth grade Midway Elementary student explained the Amplitude Modulation, Electron Tubes, etc. in producing a television program. Dr. Alton Crews, Supt. of Schools, Marietta, Georgia, center and Dr. Kenneth Hoyt, University of Maryland, right, listen.

LINCOLN JOURNAL
Page 3 - Wed., Feb. 2, 1972
Hamlin, W. Va. 25523

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Weekly News SENTINEL

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NEWS SENTINEL Wed., Feb. 2, 1972

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THE HERALD-ADVERTISER •FEATURES
LETTERS, P. 10, 11
•EDITORIALS •POLITICS
REED, P. 10
• The Herald-Advertiser—Sun., Feb. 13, 1972 9

Lincoln Project Brings 'Real World' To Classroom

By LESLIE FLOWERS

In the past two decades, America has become increasingly education-oriented. More and more students are continuing their education at colleges and universities and a greater number of them are going on to earn their master's and doctoral degrees.

As a result, the U.S. is oversupplying the demand for "lettered" personnel and creating a crop of well-read, well-spoken young men and women who have little, if any, preparation to face the reality and demands of a "working" society.

A government-subsidized program in Lincoln County is trying to change all that. Begun in grades one through six last fall, the project is designed to bridge the gap between the school and "reality," to bring the "real world" into the classroom. Grades seven and eight were included in the project this term and grades nine through 12 will be added next fall.

The Lincoln County Exemplary Project, the only one of its kind in the state, stemmed from the idea that "traditional curriculum is failing to reach a sizeable segment of our student population." Many students lose interest early in what seems an endless road of academia . . . a trail of subjects that have little or no relevance to the working world in which they must live. Others feel pressured by parents or society to "get a college education so you can get a good job."

By developing a child's "career awareness" in the early school years and "career preparation" in later years, the Lincoln project attempts to reach those students who feel school is "useless" or boring before they drop out, and also to provide them with a saleable skill whether or not they decide to continue their academic education.

Grades one through six comprise the "career awareness" segment of the project. The first grader is introduced to the world of work by studying the working life of members of his immediate family and other workers with whom he comes in contact. In the second grade he broadens his scope and investigates new and different types of workers in the community — workers other than those in his family or at school.

His horizons are broadened further in the third through sixth grades as he studies careers beyond the community, in the state, the nation and the world.

While the students investigate vocations, they still study the regular academic subjects — reading, writing, arithmetic, English, art, music and science. The difference is the way in which the subjects are approached.

For example, after "brainstorming" about various careers at home and in the community, third graders at Hamlin Elementary decided they wanted to place emphasis on railroading in their study of vocations. So they're learning the 3 R's in terms of railroading.

When it's time for reading, the students read about railroads in their textbooks, and in newspaper and magazine articles they bring from home. Writing and creative expression are learned with some aspect of railroading as the subject matter. Arithmetic comes into play as the students make up train schedules, tickets and take measurements to build a simulated ticket office in the classroom from a large cardboard box.

The students' knowledge of railroads is further enhanced by film strips, songs about railroad folklore and by drawing pictures of railway scenes.

Last month the Hamlin class was given a tour of the Chesapeake & Ohio Railway ticket office and main station here by Zack Laney, C&O personnel officer. Laney had spoken to the class earlier and the youngsters had expressed a desire to see railroading first hand.

As they toured, they were able to see several occupations in the workings — yardmaster, trainmaster, laborers, teletype operators, secretaries, engineers, conductors and porters. Thus, when they began the role-playing part of the unit back in the classroom, they were better able to relate to the various positions they were to play.

Students in the other six Lincoln County schools where the program began last fall — Atenville, Pleasant View, Griffithsville, Garretts Bend, Sumerco and Midway — chose other vocations to study and their academic units were prepared accordingly.

Lincoln County was selected from among several other counties in the state to receive government funds for the project under provisions of the Vocational Education Amendments of 1968. The program will be financed for three years by the U.S. Office of Education, after which the county will take on the financing itself.

Herbert Holstein, project director, said, "In a county where 41 per cent of the students entering first grade finish high school and only 12 per cent go on to college, with half of them dropping out before graduation, we felt some program of this type was necessary."

He pointed out that the purpose of the program "is not to channel students - to say 'you do this, you be that' — but to expose them to the whole range of options available to them so when the time comes for a choice it can be an intelligent one."

"Career Orientation" is the key term for grades seven and eight, with the curriculum designed to give students a knowledge of the characteristics, functions, duties and rewards of specific jobs within a broad spectrum of occupational families.

The junior high school students will be given opportunities for self-appraisal and analysis of occupational information as they move toward an eventual decision about the career they wish to pursue.

Curriculum for the career orientation segment includes study of manual and mechanical occupations; clerical, sales and service occupations, and professional and technical jobs.

Ninth and tenth graders will be exposed to actual work situations and it is hoped they can get some concrete work experience related to specific occupational clusters. The study will be more extensive and units will be selected from the areas of manufacturing, service, professional, construction, technical, business, communication and transportation.

The culmination of the vocational study will come in the 11th and 12th grades when the student participates in cooperative work experience, specific vocational courses and pre-professional courses. For potential dropouts, dropouts, and high school graduates who have not acquired saleable skills, provisions will be made for intensive guidance, followed by intensive skill development.

Thomas Woodall, guidance coordinator of the project, said Lincoln is trying to work closely with the Department of Employment Security in developing guidance so the students can analyze the needs in specific occupational areas as they decide upon a career.

He said the project has not encountered many problems so far except that, since Lincoln is a rural county, some of the vocations studied can be observed only by bringing the students to Huntington.

Woodall said that when the County Technical and Vocational Center is completed next fall, the project may reach out into the community via a community consultation group. A possible task of the group would be to bring in industry to utilize the skills of those trained in the exemplary project.

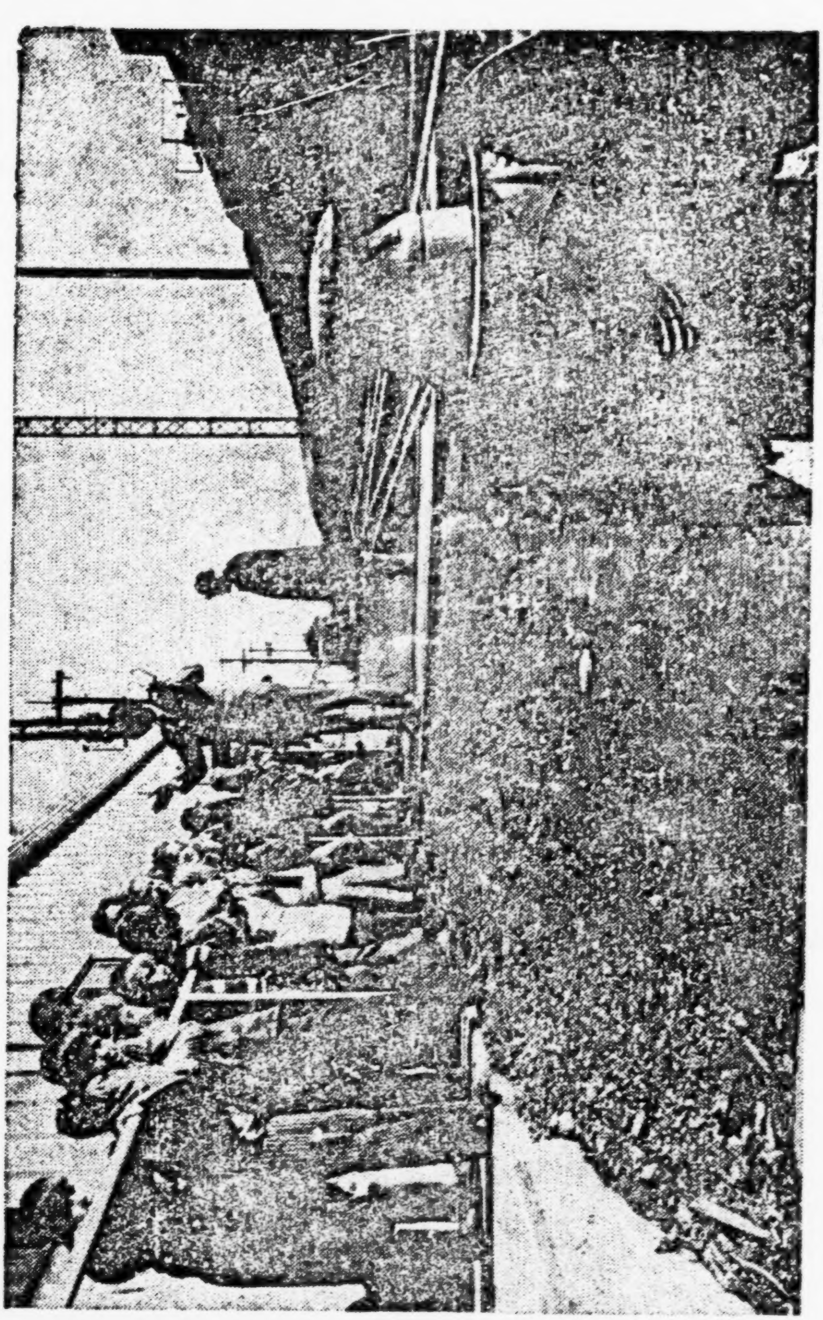
The completed center will house a full range of vocational and technical courses for about 250 students as well as the exemplary project of vocational education. All phases of the project are expected to be in operation by next fall.

Cline Adkins, Lincoln County school superintendent, said the basic goal of career education, as he sees it, is to provide a base of information which can enable each student in Lincoln County to make valid occupational decisions and to obtain the necessary skills for success in the chosen occupation.

As a result, then, high schools will turn out a crop of well-read, well-spoken, skilled young men and women who can easily adjust to a working society whether they choose to begin a career, go on for more vocational study or continue their academic education at a college or university.

And perhaps the tragic truth of Lily Tomlin's Laugh-In cheer will disappear:

"I've got my B. I've got my B. I've got my B.A. degree; I've got my M. I've got my M. I've got my M.A. degree. I've got my P. I've got my P. I've got my Ph.D., but I sure don't got no J.O.B. . . ."



Staff Photography by Jack Burnett

C&O TERMINAL TRAINMASTER LIN WETHERHOLT DISCUSSES RAILROADING WITH HAMLIN STUDENTS

LINCOLN JOURNAL **Page 4 - Wednesday, January 19, 1972**

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THE LINCOLN JOURNAL

Volume No. 67 10¢ Hamlin, West Virginia, Wednesday, August 16, 1972 Serial No. 33

Vocational School Opening Set

Those students may attend who are enrolled in any high school in Lincoln County, with the approval of their school principal.

The American dream for education envisions the development of every individual to the fullest extent of his ability. The Lincoln County Board of Education, in keeping with this high ideal, is proud to begin its program of Vocational Educational to include the openings of the Lincoln County Vocational and Technical Education Center.

This school will serve the prople of Lincoln County; the youth, by better preparing them to enter the world of work; the adults, by upgrading their skills & knowledge and providing continuous education.

In keeping with this philosophy the Vocational and Technical Education Center will implement the following purposes:

1. Broaden and enrich the secondary school curriculum to include technical, skilled, and operative level courses of study.

2. Provide students the opportunity to learn basic occupational skills that will qualify them for initial employment.

3. Provide transitional services to enable the student bridge the gap between public school and empjloyment opportunities, in-the-job training will be available in many areas of occupational training.

4. Provide placement services for the employment of graduating students.

5. Provide an opportunity for students to acquire post high school training.

6. Provide an opportunity for adults to continue their learning, to expand and update their skills and knowledge.

Basic Entrance Requirements and Student Information

A student may attend Lincoln County Vocational-Technical Center if he has:

1. Completed his ninth and tenth grade work.

2. Demonstrated genuine interest in the learning of a job skill.

3. Shown the ability and aptitude to learn a specific job skill.

4. Received the approval and recommendation of his principal and instructor.

5. Secured permission from his parents to attend.

6. Maintained a satisfactory attendance record.

Student seeking information concerning the Center should contact the Vocational Counselor located in their high school.

Adult Post Secondary Education

The adult education staff will offer programs in any area of the county where there is sufficient demand for such a program. The Lincoln County Vocational-Technical Center will offer adult and post secondary courses in response to local request.

Post high school and adult course offerings will be made available in all areas. Post high school training is essential today more than ever before due to ever increasing changes in industrial technology and modern life.

Each course is designed to accept a student at his performance level and continue as far as his initiative and ability will let him.

Courses which will be offered at the Lincoln County Vocational-Technical Center are: mechanics, welding, building construction, building maintenance, commercial foods, industrial sewing, hotel and motel management, nursing assistant and machine accounting. Adults interested in furthering their education through the adult program should contact the Center.

Educational Assistance Veterans and Dependents

The Lincoln County Vocational Technical Center day and night programs are approved for all programs of assistance for veterans and dependents. For an individual case study contact the local Veterans Administration office.

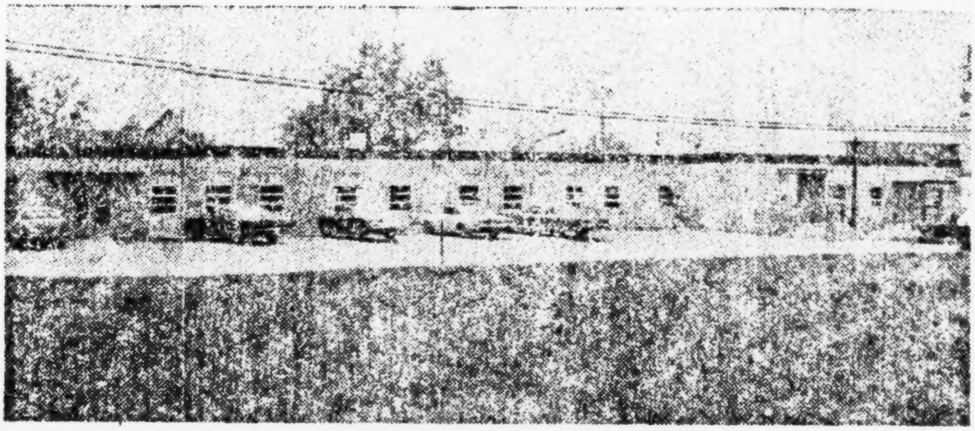
Social Security Benefits

Social Security Benefits are paid to certain qualifying students while in training.

State Vocational Rehabilitation

The State Vocational Rehabilitation is a service for the residents of West Virginia who have employment handicaps as a result of mental or physical sid-

Continued to page 6-3



Continued from page 1

abilities. It is designed to preserve, restore, or develop the abilites if disabled men and women for gainful employment.

The agency will provide finicial assistance to the eligible per son for training at the Lincoln Co Vocational - Technical Center. Contact should be made with the nearest Vocational Rehabilitation Office.

Course Description:

The following courese will be offered at the Lincoln County Vocational-Technical Center:

Power Mechanics

Lincoln County Vocational-Technical Center will offer automobile training in frontend alignment, wheel balance, lubrication, electrical tune-up and repair, carburetion tuneup, brake work, auto transmission repair, general engine repair, the use of auto diagnostic equipment, hydraulic, and pneumatic training for a variety of mechanics.

The student should have a high interset in the technical and theoretical "why" of things. He should have good visualization ability and average dexterity with tools. He should have a good background in basic math and science.

Building Construction and Maintainance

This course is designed to give a well rounded study of the carpentry trade. Related theory in carpentry includes a study of foundations, framing, rafters, roofs, outside and inside finishing. Blueprint reading and the skillful use of carpenter's tools are also learned during this course.

Nursing Assistant

Length will include units on the role of the nursing assistant in the hospital, the care of the patient, communicable disease control, mothers and children in the hospital, the nursing assistant and public health and the role of the nursing assistant in the mental hospital.

Laboratory practice will be included to provide an opportunity for the student to learn the practical work techniques as well as the general related information required of the nursing assistant.

Office Machines

This course will include instruction on computing and duplicating office machines.

The computing machinges include the ten key adding machine, full key board adding machine, compometer, rotary calculator, and posting machines.

The duplicator machines will include spirit duplicator, copy machine and the mimeograph machine. Dictating and transcribing machines.

Secretary

A graduate of this course may have varied duties some of which may include scheduling of appoints, giving information to callers, taking dictation, and otherwise relieving officials of clercal work and minor administrative and business detail. Reads and routes incoming mail. Takes dictation in shorthand or in stenotype maching, and transcribes notes on typewriter. Composes and types routine correspondence. Files correspondence and other records. Answers phone and gives information to callers and also greets visitors. May complie and type statistical reports.

Clerk-Typist

A person with a Clerk-Typist background performs general clerical work requiring use of the typewriter in the majority of duties; compiles and types reports, bills, application forms shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. Computes amounts using adding machine.

Typing

The objective of the course is to provide training which will enable the student to type at a minimum of 50 to 60 words per minute upon completion. Emphasis will be placed upon speed and accuracy in typewriting.

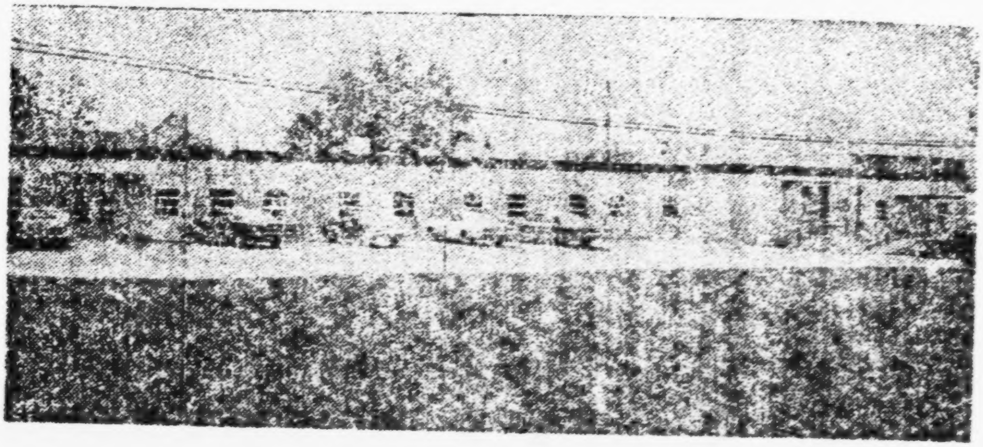
Welding, Occupational Home Industrial Sewing are also taught at the Center. Additional Information may be obtained by calling the Lincoln County Vocational-Technical Center. 824-5449

Hamlin, West Virginia 25523 10¢ Wednesday, August 16, 1972

Weekly News SENTINEL

Volume No. 54 Serial No. 33

Vocational School Will Open Doors In September



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Social Security Benefits are paid to certain qualifying students while in training.

State Vocational Rehabilitation

The State Vocational Rehabilitation is a service for the residents of West Virginia who have employment handicaps as a result of mental or physical sid-

Continued to page 6-B

NEWS SENTINEL
Page 6-B - Wed., Aug. 16, 1972
Hamlin, W. Va. 25523

Continued from page 1

abilities. It is designed to preserve, restore, or develop the abilites if disabled men and women for gainful employment.

The agency will provide finiccial assistance to the eligible person for training at the Lincoln Co Vocational - Technical Center. Contact should be made with the nearest Vocational Rehabilitation Office.

Course Description:

The following courese will be offered at the Lincoln County Vocational-Technical Center:

Power Mechanics

Lincoln County Vocational-Technical Center will offer automobile training in frontend alignment, wheel balance, lubrication, electrical tune-up and repair, carburetion tuneup, brake work, auto transmission repair, general engine repair, the use of auto diagnostic equipment, hydraulic, and pneumatic training for a variety of mechanics.

The student should have a high interset in the technical and theoretical "why" of things. He should have good visualization ability and average dexterity with tools. He should have a good background in basic math and science.

Building Construction and Maintainance

This course is designed to give a well rounded study of the carpentry trade. Related theory in carpentry includes a study of foundations, framing, rafters, roofs, outside and inside finishing. Blueprint reading and the skillful use of carpenter's tools are also learned during this course.

Secretary

A graduate of this course may have varied duties some of which may include scheduling of appoints, giving information to callers, taking dictation, and otherwise relieving officials of clercal work and minor administrative and business detail. Reads and routes incoming mail. Takes dictation in shorthand or in stenotype maching, and transcribes notes on typewriter. Composes and types routine correspondence. Files correspondence and other records. Answers phone and gives information to callers and also greets visitors. May complie and type statistical reports.

Clerk-Typist

A person with a Clerk-Typist background performs general clerical work requiring use of the typewriter in the majority of duties; compiles and types reports, bills, application forms shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. Computes amounts using adding machine.

Typing

The objective of the course is to provide training which will enable the student to type at a minimum of 50 to 60 words per minute upon completion. Emphasis will be placed upon speed and accuracy in typewriting.

Welding, Occupational Home Industrial Sewing are also taught at the Center. Additional Information may be obtained by calling the Lincoln County Vocational-Technical Center. 824-5449

Nursing Assistant

Length will include units on the role of the nursing assistant in the hospital, the care of the patient, communicable disease control, mothers and children in the hospital, the nursing assistant and public health and the role of the nursing assistant in the mental hospital.

Laboratory practice will be included to provide an opportunity for the student to learn the practical work techniques as well as the general related information required of the nursing assistant.

Office Machines

This course will include instruction on computing and duplicating office machines.

The computing machinges include the ten key adding machine, full key board adding machine, compometer, rotary calculator, and posting machines.

The duplicator machines will include spirit duplicator, copy machine and the mimeograph machine. Dictating and transcribing machines.

THE LINCOLN JOURNAL

Ranger Class Takes Second Field Trip

The Group I class of Ranger School under the leadership of Mrs. Donna Scites has completed its second field trip of the fall. On Nov. 3-4 the class toured Cranberry Glades and White Sulphur Springs.

The group is studying a vocational-education unit concerning jobs in conservation.

Making the overnight trip were Patsy Adkins, Darlene Burton, Stella Headley, Donald Lucas, Duane Meade, Richard Smith, Penny Stephenson, Jamie Webb, Phillip Webb, Joyce Browning, Wendy Elliott, Dennis Lambert, Robin Lucas, Kathy Rakes, Clinton Smith, Patricia Watts, Pam Webb and Billy Wiley.

Chaperones were Gerald Hartley, Odell Lucas, Mrs. Scites, Mrs. Mildred Elliott, Mrs. Mavis Rakes, Mrs. Lou Creda Midkiff and Alvin Watts Jr., the bus driver.

Lincoln To Open Placement Center

HAMLIN —A job placement center has been established at the Lincoln County Vocational-Technical Center, scheduled to open in September.

Herbert B. Holstein, director, said the office will attempt to get businessmen to consider center students when filling jobs.

Courses include building and construction, industrial sewing, commercial cooking, business, nursing assistant, welding, medical office assistant, and hotel-motel management.

Appendix D

PUBLICATIONS

GETTING THE WORD OUT

CONCEPTS

People have many kinds of careers.

Careers require different knowledge, abilities, attitudes.

Every person is an individual, with different abilities, interests, needs, values.

A person's best career direction develops over a long period of time.

People pursue careers for many reasons.

A person may be suited for several different careers.

PERFORMANCE OBJECTIVE

The student will be able to give a detailed description of the career education program in his school and to relate it to himself.

MATERIALS

Construction paper, paste, picture magazines, audio tape, tape recorder, cameras, miscellaneous props for skits

LESSON CAPSULE

Describe the career education program in your school system. Give some intriguing examples of elementary and high school career awareness, exploration and preparation activities.

Suggest that people in the community might be surprised and impressed if they knew what was happening in the school. Share with the students the thought that they might do something about this—that they might be of real service to the school and to the community. Pose this question to the group: What would be a good way to spread the word? How do other people get out announcements and information? Probe them for the exclamation: Advertising!

Divide the class into small groups--perhaps called "task forces"—and ask each group to create its own promotion campaign. Initial research by each group might involve collecting organizational brochures, newspaper advertisements, and tape recordings of radio and television commercials.

Contact teachers at other levels and/or other schools to prepare the way for a "research" tour that you might take with your class. You may wish to allow the task forces to make appointments and set up a tour schedule.

Ask the class to develop some criteria for taking notes and for selecting significant details during the tour. Invite students to take snapshots if they like. Have them refer to brochures and to advertisements for ideas about style and format.

After the tour, or when you elect to set aside time for this on-going activity, offer a few suggestions about cut-and-paste collage techniques, about making tape recordings for "radio ads," and about costuming and sets for "television commercials." Then turn the sudents loose to create what they will,

offering your services as a "technical consultant."

At intervals as you conduct this activity, you will want to have group discussions about the students' findings and the relevance of the career education program for each individual.

You may wish to carry the project through to the point where the class actually mimeographs or dittoes brochures and distributes them or gives multi-media programs before school or parent groups.

OBSERVATIONS

As a follow-on activity, you might guide the students into exploring the occupations in the real working world that are counterparts to the tasks they performed in producing and distributing their promotional pieces. This could lead to a variety of other career education activities.

Adapted from materials developed by Billy J. Burton, Herbert B. Holstein, Thomas E. Woodall, Daryle G. Elkins, Lincoln County Schools, West Virginia

PUBLICATIONS

Invite students to create crossword puzzles that demonstrate the interrelationships among different subject-matter areas and various occupations. For example, a math crossword might present definitions of terms in the "across" section. The "down" definitions then would be of math-related careers, industries, and machines and, perhaps, clues about famous persons whose mathematical bent contributed to the advancement of science, economics, and business. Crossword puzzles might also be developed around specific career clusters. For instance, a cluster of communications careers might evolve a number of puzzles, each developed around occupations within a particular type of communication media (television, radio, journalism, and so forth). *Pauline Rymer, Midway School, Alum Creek, West Virginia; Wilbur Huber, Simle Junior High School, Bismarck, North Dakota*

WE RUN THE TOWN

CONCEPTS

People have many kinds of careers.
Every occupation contributes to society.
Every individual can have a meaningful, rewarding career.
Every person is an individual, with different abilities, interests, needs, values.

PERFORMANCE OBJECTIVE

The child will be able to name a variety of occupations in his community and to describe some of the duties and rewards of each.

MATERIALS

A map of the community, pins, colored paper for making flags

LESSON CAPSULE

Attach a street map of your community to a wall at a height that children can reach. Have children locate landmarks, their homes, homes of relatives and family friends. Ask them to show you what routes they take to get to familiar places.

Make a little flag with the word *school* printed on it, and put a pin through the flag. Have children help you find the address of your school, and pin the flag to the appropriate address on the map.

Ask a child to show you where his father, mother, or other relative works. Have the class observe as you help him make a flag, print his last name on it, put a pin through it, and place it on the map at the right address. Ask him to describe what his father mother, or other relative does. Do the same for other members of his family.

Guide the rest of the class in making flags and attaching them to the map. As each child places a flag on the map, have him describe the work of the person he is pinpointing.

When the map has been "decorated" with all "our" contributions to the functioning of the community, stand back with your class and admire "us." Talk about the many things there are to do in the world and what "we" would like to do when we grow up and why.

In addition, place a map of Main Street or the downtown area of your community on the wall. Have the students pinpoint all the local merchants who serve the community. Color key the various establishments into groups, such as essential services, leisure commodities, retail items, repair services, manufacturing, professional services. Have the children discuss why some of these businesses or professions are all clustered together, while others are not.

OBSERVATIONS

Maps can be used by older children to supplement several different career-inquiry activities. Children might locate places that provide health goods and services; places that provide educational and training opportunities for professional, technical, and managerial occupations; industries that contribute to the local economy or that are being phased out; and so forth.

Adapted from program ideas contributed by teachers of the Public Schools of Moberly, Missouri; by Amy Linville, Hamlin Elementary, Lincoln County Schools, Hamlin, West Virginia; and by Sara Crow, A. V. Baucom School, Apex, North Carolina

Appendix E

SURVEY FORMS

Lincoln County Schools - Vocational and Technical Edu
HERBERT B. HOLSTEIN, DIRECTOR • HAMLIN, WEST VIRGINIA 25523 • (304) 824-5449

July 18, 1972

Dear Sir:

The Lincoln County Vocational-Technical Center is conducting a county occupational survey. This survey will be conducted for the purpose of learning the jobs and job opportunities that are available in the county and should prove to be a valuable source of information for both students, business and industry in this county.

The enclosed survey will be kept confidential and used only by us to realize our need for training purposes for the students of Lincoln County. You will find, for your convenience in returning this survey, a self-addressed envelope.

We shall appreciate very much your assistance in this survey.

Sincerely yours,

Daryle Elkins

Daryle G. Elkins
Human Resource Coordinator

DGE/tl

Enclosure

Lincoln County Schools - Vocational and Technical Edu
HERBERT B. HOLSTEIN, DIRECTOR • HAMLIN, WEST VIRGINIA 25523 • (304) 824-5449

Dear Sir:

The Lincoln County Vocational-Technical Center will be opening in September of this year. We are in the process of establishing a Job Placement Center in conjunction with the Lincoln County Vocational-Technical Center. The main objective of the Job Placement Center is to establish a liaison between potential West Virginia employers and the Lincoln County Vocational- Technical Center,which will enable us to better train and seek employment for our students, who have developed entry level skills in their assigned field of study. We would appreciate very much if you would consider our students when you are seeking employees. The following is a list of programs which will be taught at the center:

(1) Building and Construction
(2) Powers Mechanics
(3) Industrial Sewing (Training on 15 different machines)
(4) Commercial Cooking (Training of Waiters and Waitresses)
(5) Business(Clerical, Steno., Bookkeeping)
(6) Nursing Assistant
(7) Welding (PipeWelding, Arc. Aluminum, Mig. Tig.)
(8) Medical Office Assistant
(9) Hotel-Motel Management

We would also like for you to make suggestions that we might use in training our students for a job that is in your field.

Sincerely,

Daryle Elkins

Daryle Elkins
Human Resource Coordinator

COMMUNITY SURVEY FORM

____
(Name of Business)

____
(Address) (Phone)

____
(Person Interviewed) (Title)

1. Do you have difficulty in obtaining personnel?
   yes__________ No__________

2. Do you have openings for trained: (Indicate Number)
   Part-time employees? Yes______ No______
   Full-time employees? Yes______ No______

3. Will you employ trained vocatinal-technical program graduates
   A. Yes______ Possible______ No______ (list actual comments on reverse side with any special employment factors).
   B. Number of Students:
      Male______ Female______
   C. Types of Jobs Available
      1.__________________________ 2.__________________________
      3.__________________________ 4.__________________________
      5.__________________________ 6.__________________________

4. Will you have future need for a trained career minded person in your Business? Yes______ No______
   If yes check numbers and state when:

	Part-time	Full-time	Male	Female
Office Positions				
Sales Positions				
Technician				
Repairman				
Craftsmen				

5. How great a shortage of prepared personnel do you believe there is in the area in the following categories?

a. Sales persons: Very great ______ Average ______ Very small ______

b. Office workers: Very great ______ Average ______ Very small ______

- Comments -

Please give here any additional suggestions you have regarding questions asked in this survey.

Hospital and Health Service Survey

Title and/or position of person(s) completing this form ____________________

____

SECTION A - GENERAL INFORMATION

1. Number of persons employed by your institution, establishment or practice:

a. Registered Nurses	____	g. Ward Clerks	____
b. Licensed Practical Nurses	____	h. Dental Laboratory Technicians	____
c. Nurses' Aides and Orderlies	____	i. Dental Assistants	____
d. Medical Secretaries	____	j. X-ray Technicians	____
e. Medical Technicians	____	k. Other (specify)	____
f. General Secretaires	____	____________________	
		____________________	
		____________________	
		____________________	

2. From what area do you obtain most of your employees for each of these categories. Indicate by a mark (x) the area which is the greatest source of each.

	In the immediate Area	Elsewhere in the state	Other states
Registered Nurse	____	____	____
Licensed Practical Nurse	____	____	____
Orderly & Nurses' Aide	____	____	____
Medical Secretary	____	____	____
General Secretary	____	____	____
Dental Lab Tech.	____	____	____
Medical Asst.	____	____	____
Dental Asst.	____	____	____
Operating Room Tech.	____	____	____
X-ray Technician	____	____	____
Other	____	____	____

3. What is the source of employees for these jobs?

Indicate by one (1) the most important source of each type of employee and indicate by a two (2) the second most important source.

Job Titles	Sources of Employees									
	Technical Institutes & Community Colleges	Other Post High Schools	High School Graduates	High School Dropouts	College Dropouts	College Graduates	Nursing Schools	Other Employers	Armed Services	Other (specify)
Registered Nurse										
Licensed Practical Nurse										
Orderly & Nurses' Aide										
Medical Secretary										
General Secretary										
Dental Lab Technician										
Medical Asst.										
Dental Asst.										
Operating Room Technician										
X-ray Technician										
Other										

4. How do you think each of these groups of workers should be prepared for employment?

Indicate with a mark (x) those sources of preparation which, in your judgment, would be acceptable.

	By high schools	By colleges and technical schools	By other post high schools	By hospitals, private schools, & health establishments through: (1) on-the-job training (2) special employee schools (3) sending employee to special school	Nursing schools	Other
R.N.						
L.P.N.						
Orderly & Nurses' Aide						
Medical Sec.						
General Sec.						
Dental Lab Technician						
Medical Asst.						
Dental Asst.						
Operating Room Tech.						
X-ray Tech.						
Other						

5. How great a shortage of qualified personnel do you personally believe there is in the immediate area in the following categories?

	Critical Shortage	Medium Shortage	No trouble Obtaining
a. Registered Nurses			
b. Licensed Practical Nurses			
c. Nurses' Aides and Orderlies			

Hospital and Health Service Survey

Title and/or position of person(s) completing this form ______________________

SECTION A - GENERAL INFORMATION

1. Number of persons employed by your institution, establishment or practice:

   a. Registered Nurses ____
   b. Licensed Practical Nurses ____
   c. Nurses' Aides and Orderlies ____
   d. Medical Secretaries ____
   e. Medical Technicians ____
   f. General Secretaires ____
   g. Ward Clerks ____
   h. Dental Laboratory Technicians ____
   i. Dental Assistants ____
   j. X-ray Technicians ____
   k. Other (specify) ____

   ____
   ____
   ____
   ____

2. From what area do you obtain most of your employees for each of these categories. Indicate by a mark (x) the area which is the greatest source of each.

	In the immediate Area	Elsewhere in the state	Other states
Registered Nurse			
Licensed Practical Nurse			
Orderly & Nurses' Aide			
Medical Secretary			
General Secretary			
Dental Lab Tech.			
Medical Asst.			
Dental Asst.			
Operating Room Tech.			
X-ray Technician			
Other			

3. What is the source of employees for these jobs?

Indicate by one (1) the most important source of each type of employee and indicate by a two (2) the second most important source.

Job Titles	Sources of Employees									
	Technical Institutes & Community Colleges	Other Post High Schools	High School Graduates	High School Dropouts	College Dropouts	College Graduates	Nursing Schools	Other Employers	Armed Services	Other (specify)
Registered Nurse	____	____	____	____	____	____	____	____	____	____
Licensed Practical Nurse	____	____	____	____	____	____	____	____	____	____
Orderly & Nurses' Aide	____	____	____	____	____	____	____	____	____	____
Medical Secretary	____	____	____	____	____	____	____	____	____	____
General Secretary	____	____	____	____	____	____	____	____	____	____
Dental Lab Technician	____	____	____	____	____	____	____	____	____	____
Medical Asst.	____	____	____	____	____	____	____	____	____	____
Dental Asst.	____	____	____	____	____	____	____	____	____	____
Operating Room Technician	____	____	____	____	____	____	____	____	____	____
X-ray Technician	____	____	____	____	____	____	____	____	____	____
Other	____	____	____	____	____	____	____	____	____	____

4. How do you think each of these groups of workers should be prepared for employment?

Indicate with a mark (x) those sources of preparation which, in your judgment, would be acceptable.

	By high schools	By colleges and technical schools	By other post high schools	By hospitals, private schools, & health establishments through: (1) on-the-job training (2) special employee schools (3) sending employee to special school	Nursing schools	Other
R.N.	____	____	____	____	____	____
L.P.N.	____	____	____	____	____	____
Orderly & Nurses' Aide	____	____	____	____	____	____
Medical Sec.	____	____	____	____	____	____
General Sec.	____	____	____	____	____	____
Dental Lab Technician	____	____	____	____	____	____
Medical Asst.	____	____	____	____	____	____
Dental Asst.	____	____	____	____	____	____
Operating Room Tech.	____	____	____	____	____	____
X-ray Tech.	____	____	____	____	____	____
Other	____	____	____	____	____	____

5. How great a shortage of qualified personnel do you personally believe there is in the immediate area in the following categories?

	Critical Shortage	Medium Shortage	No trouble Obtaining
a. Registered Nurses	____	____	____
b. Licensed Practical Nurses	____	____	____
c. Nurses' Aides and Orderlies	____	____	____

Industry Survey

DEFINITIONS AND EXPLANATIONS

Graduate engineer - A "graduate engineer" is an employee who has graduated from an accredited four or five year collegiate program in engineering.

Graduate chemist - A "graduate chemist" is an employee who has minimum prearation the completion of a four-year collegiate program in chemistry.

Engineering Technician - A "engineering technician" is a person who assists an engineer in one of his primary or principal functions. His work is of such an advanced nature that when no engineering technician is available, the work must be done by the engineer himself. The engineering technician usually has a two-year Associate in Science degree from a college or Technical Institute. He is normally schooled through at least one or more courses in calculus, and utilizes his knowledge of mathematics and science in the course of his employment as an Engineering Technician.

Technician - A "technician" assists the engineer or engineering technician in doing work that the engineer performs relatively infrequently, such as drafting, installation, trouble-shooting, servicing, etc. The technician usually has a two-year Associate in Science degree from a college or Technical Institute. He is noramlly schooled through intermediate or college algebra, and he is expected to use this level of mathematics in the course of his employment as a Technician.

Technical Specialist - A "technical specialist" work does not involve the performance of engineering functions to any substantial degree. It does, however, include the application of technical knowledge and tends to be very narrow in scope and repetitive in nature. The usual requirements are for a high school graduate with a good mathematical and science background coupled with an adequate training period in his technical speciality.

Skilled Craftsmen - A "skilled craftsmen" such as electricians, plumbers, pipefitters, riggers, etc. are not considered to fall into one of the above technical classifications. Therefore these skilled craftsmen are not included in this report. (E.g. electricians, plumbers, pipefitters, riggers, etc.)

- - - - - - - - - - -

Section A - General Information

1. Number of person now employed by your company:

   a. Secretarial & clerical workers ________

   b. Graduate engineers* ________

   c. Graduate chemists* ________

   d. Engineering Technician* ________

   e. Technician* ________

   f. Technical Specialist* ________

   g. Skilled Craftsmen* ________

   h. Operators of equipment (single skill) ________

*See definitions above.

2. In what fields are technicians used by your company?

____

____

____

____

3. Where do you get your technicians now? (Please check or provide appropriate response(s).)

   a. Out of state__________
   b. Train them ourselves__________
   c. Employ individuals and send them to school__________
   d. Attract them from other employers__________
   e. No problem at all to get the number we need__________
   f. Extremely difficult to secure the type of technicians we need__________
   g. Don't need any__________

   h. Other (please specify)______________________________

   ____

4. To what extent does your company utilize as technicians engineering school dropouts (persons who do not complete the baccalaurate program in engineering)?

   Very much __________ Some __________ Very little __________

5. To what extent does your company advance or employ skilled craftsmen as technicians?

   Often __________ On occasion __________ Never __________

6. How do you think technicians ought to be prepared for employment?

   a. By on-the-job training by the industries employing them__________
   b. By special schools in industry__________
   c. By public high schools__________
   d. By public post-high schools__________
   e. By private schools__________

   f. Other (please specify)______________________________

   ____

7. What general education and technical information should be emphasized in the preparation of technicians? Please check in the list below and add any important ones not listed.

	Engineering Technician	Technician	Technical Specialist
English (communication)	______	______	______
Report writing	______	______	______
Economics of "free enterprise"	______	______	______
Good grooming	______	______	______
Ability to get along with others	______	______	______
Instrumental drawing	______	______	______
Blue print reading	______	______	______
Simple mathematics	______	______	______
Trigonometry	______	______	______
Physics	______	______	______
Chemistry	______	______	______
Other ____________________	______	______	______
____________________	______	______	______

8. Which manual skills should be emphasized in the preparation of technicians?

Engineering Technician	Technician	Technical Specialist
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________

9. How many additional technicians will be needed by your local industry (considered by us as highly confidential):

Replacement

	Engineering Technician	Technician	Technical Specialist
a. a year from now?	_____	_____	_____
b. in two years?	_____	_____	_____
c. in five years?	_____	_____	_____

Expansion

	Engineering Technician	Technician	Technical Specialist
a. a year from now?	_____	_____	_____
b. in two years?	_____	_____	_____
c. in five years?	_____	_____	_____

10. In terms of your own industry, in what fields do you expect that technicians will be needed in the future (considered highly confidential)?

____

____

____

11. How great a shortage of technically prepared personnel do you believe there is in the area?

Very great__________ Average__________ Very small__________

Section B - Comments

Please give here any additional suggestions you have regarding the focal points of this questionnaire.

BUSINESS AND INDUSTRY SURVEY

Name of Firm______________________________Date________________

Address__________________________________County______________

Main function of firm or business____________________________

Person providing information___________________________________

Average number of employees during the year: Male____Female______

Maximum number of employees during the past year__________________

Number present employees who have been with your company less than one year ______________

What percentage of your employees need a high school education as a minimum qualification before employment?__________________%

What are the age limits for employment in your company?

Minimum__________________ Maximum________________

In general, how were your employees trained or prepared for their current positions? On-the-job training________________

Vocational programs__________________

By other methods (Specify)_____________________________________

To what extent is your company or business kept informed of existing opportunities for vocational training in local schools?

____________________Considerable ____________Not at all

____________________Some

To what extent are adult programs to assist you in upgrading or retraining workers available in local schools?

____________________Considerable _____________Not at all

____________________Some

Do you feel that programs of this type should be provided by local schools? _____________Yes _____________No

(Over)

Do you now employ graduates of local schools?

_______________Yes _______________No

In general how well prepared for employment are these gradustes?

_______________Well prepared

_______________Fairly well prepared

_______________Poorly prepared

What percentage (estimated) of these employees have had vocational training in the area of their employment ____________________%

What is your estimate of the need in this area of expanded high school programs of vocational education in such areas as technical, trade, industrial, business and health occupations.

____________________Very much

____________________Some

____________________Not at all

Would representatives from your business or organization serve on committees with school officials to advise the planning and operation of vocational programs?

Yes______________________ No________________________

Would part time adult courses be of value in upgrading or retraining your employees?

Yes______________ No________________ If yes, list specific courses which would benfit your employees.

________________________________ ________________________________

________________________________ ________________________________

Please indicate your approximate employment needs in the occupational areas listed. If you need workers for occupations not listed, please indicate this in Part H.

	Number Additional Workers Contemplated To Meet Future Expansion Needs and Normal Employee Attrition	
A. Office Occupations	Within One Year	Within Three Years
Secretary..............		
Stenographer...........		
Clerk..................		
Typist.................		
Clerk-Typist...........		
Bookkeeper.......... .		
Office Management.. .		
B. Agriculture Occupations		
Farming................		
Nursery Production......		
Greenhouse Production...		
Conservation-Forestry...		
Agricultural Sales......		
Agricultural Mechanics..		
Agricultural Processing.		
C. Home Economics Occupations		
Child Care...		
Food Service...........		
Housing Service........		
Industrial Sewing......		
Clothing Occupations...		

(over)

D. Health Occupations

Medical Technology...... ______________ ______________
Dental Technology....... ______________ ______________
Practical Nursing....... ______________ ______________
Nurses Aide............. ______________ ______________
Companion to Aged &
Handicapped............. ______________ ______________

Business Survey

1. Number of persons now employed by your organization in the following categories:

   a. Bookkeeper ______
   b. Office Machine Operators ______
   c. Secretaries ______
   d. Stenographers ______
   e. Typist ______
   f. Other Clerical Workers ______
   g. Sales Persons ______

2. How do you think that sales persons and secretarial and clerical workers should be prepared for employment?

   a. By on-the-job training by the business employing them______
   b. By special schools of business______
   c. By public high schools______
   d. By public post-high schools______
   e. By private schools______
   f. Other (please specify)______

3. What general education and special training should be emphasized in the preparation of sales and office personnel?

	Sales Person	Office Worker
English (communication)		
Report writing		
Economics of "free enterprise"		
Good grooming		
Ability to get along with others		
Simple mathematics		
Simple art work		
Other______		
______		

4. What manual skills should be emphasized in the preparation of workers for business?

Sales Person	Office Worker

Appendix F

CAREER EDUCATION
A CURRICULUM MODEL
AND STRATEGIES FOR IMPLEMENTATION

CAREER EDUCATION
A CURRICULUM MODEL
AND STRATEGIES FOR IMPLEMENTATION

By

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Lincoln County Exemplary Project
In
Career Education

Lincoln County Schools
Hamlin, West Virginia
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BACKGROUND OF THE PROGRAM

An increasing number of our nation's educators are realizing that the traditional curriculum is failing to reach a sizeable segment of our student population. The assumption that a student can acquire certain basic skills in mathematics, reading, science, etc. which can then be applied to other important areas of his existence has been questioned by school personnel, students, parents and business leaders who have witnessed a growing gap between theoretical knowledge and the application of that knowledge in the "real world." One of the major reasons for this gap seems to be that students often cannot equate the academic program with the world outside the classroom. As a result many students have dropped out of school, with no saleable skill, and no plans for further training, and many of those who remain in school "tune out" the teacher and academic subjects, effectively isolating themselves from any meaningful involvement in the educational process.

A new project in Lincoln County, West Virginia, funded for a three year period as one of the U.S. Office of Educations Exemplary Projects in Career Education, is viewed by Lincoln County educators, business and civic leaders as one of the most important new efforts to meet today's challenging needs for relevancy and innovation in education. At the end of the three year period plans call for the project to be absorbed into the school system as a permanent part of the instructional program.

THE CAREER EDUCATION CURRICULUM

The Lincoln County Exemplary Project in Career Education is a comprehensive educational program focused on the world of work, which begins in grade one and continues through grade twelve. The program includes a structuring of basic subjects, grades one through twelve, around the theme of career opportunities and requirements in the world of work. In the elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved in these jobs. In junior high school, students may explore specific clusters of occupations through hands on experiences and field observation, as well as classroom instruction. They will be assisted in selecting an occupational area for further specialization at the senior high level.

In senior high school, students pursue their selected occupational area, exercising one of three options-intensive job preparation for entry into the world of work immediately upon leaving high school, preparation for postsecondary occupational education, or preparation for four year college.

Those students preparing for postsecondary occupational education or four year college entry will continue to be provided occupational cluster experiences including work experience where feasible, with the academic subject areas being related to the professional area for which they are preparing. Students engaging in specialized job preparation will be provided with basic academic skills essential for further education.

Consequently every student will leave the school system with at least entry level job skills and with facility in basic academic subjects sufficient to enable entry into institutions of higher learning. Placement into an entry level job or further education for every student is the goal of the Exemplary Career Awareness Project.

Those students engaging in specialized job preparation for immediate job entry upon graduating from high school will be able to select from a broad array of courses to be offered in the Lincoln County Vocational and Technical School which is scheduled to begin with the opening of the 1972 school term. The seven areas of concentrated course work will be offered to the students in a three hour time block segment with the students attending their respective high schools taking three required courses each day so that they obtain certification for graduation by the West Virginia State Department of Education. Courses offered at the Vocational and Technical Center are commercial home economics, industrial cooking, waitress, waiter, housekeeping, nurses aide training, hotel-motel management, stenographic, secretarial, power and auto mechanics, welding, building maintenance, carpentry, bricklaying, blue-print reading, home economics, commercial sewing, including tailoring, dressmaking and other apparell occupations, and adult education courses designed to meet the identified needs of the community. The Vocational and Technical School will also provide adult night classes leading toward the high school equilivance diploma.

Career education, such as that to be provided by the Exemplary Project, is particularly relevant today, with statistics indicating that for approximately every 100 students entering the first grade in Lincoln County only forty-one graduate from high school, twelve go on to college and only six graduate from college. Most of those who do not graduate from college have had no access to information about the wide range of occupational possibilities and have thus been unable to make any sound judgements about personal job preference, or to obtain any training for specific job skills. The result is unemployment, welfare, or a low paying, unrewarding job. The basic goal of career education is to provide a base of information which can enable each student in Lincoln County to make valid occupational decisions, and to obtain the necessary skills for success in the occupation chosen.

Career education not only provides job information and skill development but also helps students to develop attitudes about the personal, psychological, social, and economic significance of work. Extensive guidance and counseling activities will assist the student to develop self-awareness and match his interest and abilities against potential careers.

CURRICULUM DIVIDED INTO FOUR SEGMENTS

The Curriculum of the Lincoln County Project is divided into four segments as shown in Figure 1.

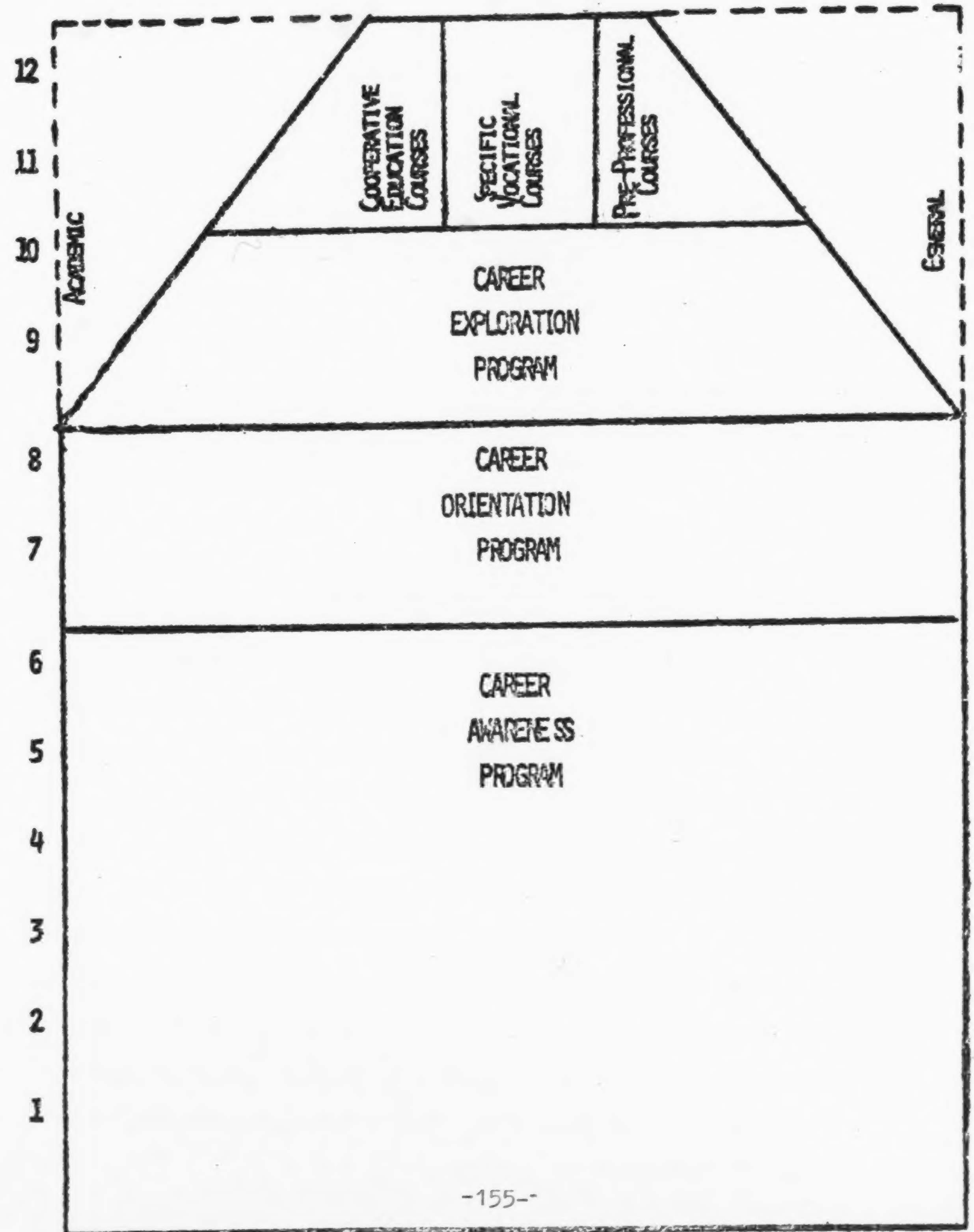
Career Awareness (Grades 1-6)

The educational program for the first and second grades begins with the immediate environment and gradually broadens to encompass the larger community environment. The first grade child is introduced to the world of work by investigating and interpreting the working life of members of his immediate family. This is followed by studying workers with whom he comes in contact. The second grader is introduced to new and different kinds of workers in the community, those workers not in his family or at school.

The educational program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate area to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.

The activities learning approach continues to be the principal method of concept development for the active youngsters. Each concept is presented and re-enforced through meaningful activities suited to the physical and mental maturity of the child in grades 3 through 6. In classes with high levels of deviation, such as handicapped and disadvantaged students, adjustments are necessary to facilitate internalizing functional occupational concepts.

FIGURE 1



ACADEMIC
GENERAL
COOPERATIVE EDUCATION COURSES
SPECIFIC VOCATIONAL COURSES
PRE-PROFESSIONAL COURSES
CAREER EXPLORATION PROGRAM
CAREER ORIENTATION PROGRAM
CAREER AWARENESS PROGRAM

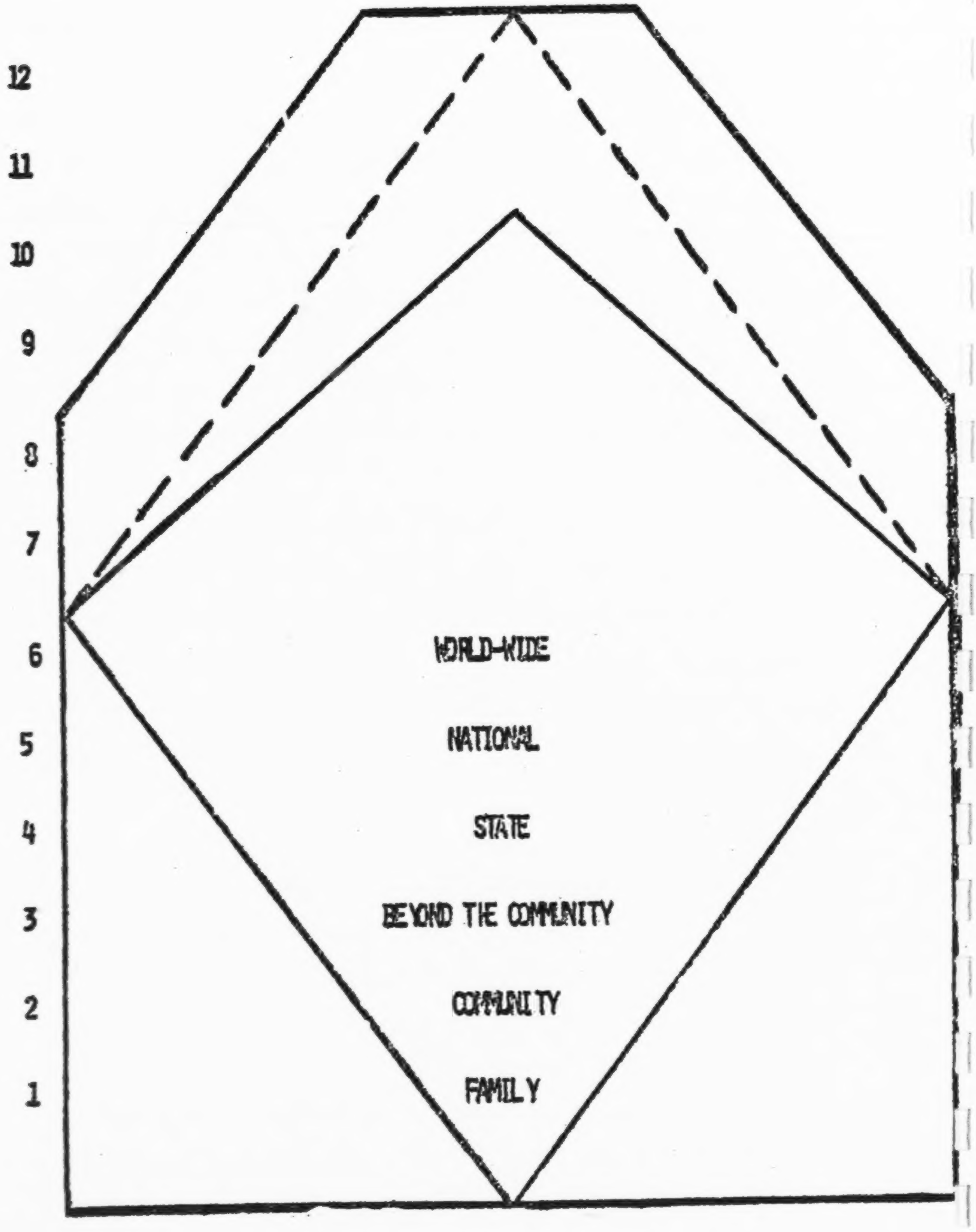
The third grade continues the lower primary approach of total and small group activities under the leadership of the teacher. The fourth grader's efforts and interests are integrated into activity-planning providing for individual differences. The curriculum in grades 5 through 6 will include instruction and experience that will enable the students to develop positive attitudes toward work, identify and choose goals for themselves, and study occupational areas in which they are interested. Figure 2 depicts a model of the occupational focus of each level of the Career Awareness Segment.

Career Orientation (Grades 7-8)

The curriculum in grades 7 and 8 is designed to give students a knowledge of the characteristics and functions, duties and rewards of specific clusters within a broad spectrum of occupational families. Youth at this age level have rather specific characteristics which suggest certain needs. For example, they have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities to self-appraise their emerging potentials, to analyze occupational information for decision making, to understand the importance of all types of work, and to learn the educational and occupational requirements of different jobs.

The curriculum organization in grades 7 and 8 will be characterized by studying occupational clusters across content areas. The career orientation clusters will include manual and mechanical occupations; clerical, sales, and

FIGURE 2


WORLD-WIDE
NATIONAL
STATE
BEYOND THE COMMUNITY
COMMUNITY
FAMILY

service occupations; and professional and technical occupations. In addition to integrating the entire curriculum at the grades 7 and 8 around career orientation, two hours per week in the seventh grade and three hours per week in the eighth grade will be used in studying the selected occupational clusters. These courses are to be taught by present teachers at the seventh and eighth grade levels.

Career Exploration (Grades 9 and 10)

The curriculum in grades 9 and 10 is characterized as exploratory. This involves exposure to actual work situations and, hopefully, "hands-on" experiences may be provided that are related to specific occupational clusters. The instructional material will be organized into units for more extensive study. Units for grades 9 and 10 will be selected from the following broad occupational areas:

Manufacturing
Service
Professional
Construction
Technical
Business
Communication
Transportation

Career Preparation (Grades 11 and 12)

Three methods of student involvement will make up the curriculum in grades 11 and 12; (1) cooperative work experience, (2) specific vocational courses, and (3) pre-professional courses. The cooperative work experience will provide work stations in business and industry with related studies in the high school setting. The specific vocational courses will provide for study in specific content areas with the innovative opportunities for job "spin-off" at all levels within the occupational cluster. The pre-professional courses will provide laboratory settings in which saleable skills will be practiced. All courses will be planned to provide for students with varying levels of learning abilities.

For potential dropouts, dropouts, and high school graduates who have not acquired saleable skills, provisions will be made for intensive guidance, followed by intensive skill development. This preparation, guidance, and skill development may be provided in summer classes or other times during the year appropriate to student needs. A continued assessment will be made of labor market trends in the area of occupational changes through the Department of Labor (West Virginia Employment Security Service). The guidance and skill development will be held to a high correlation with job potential.

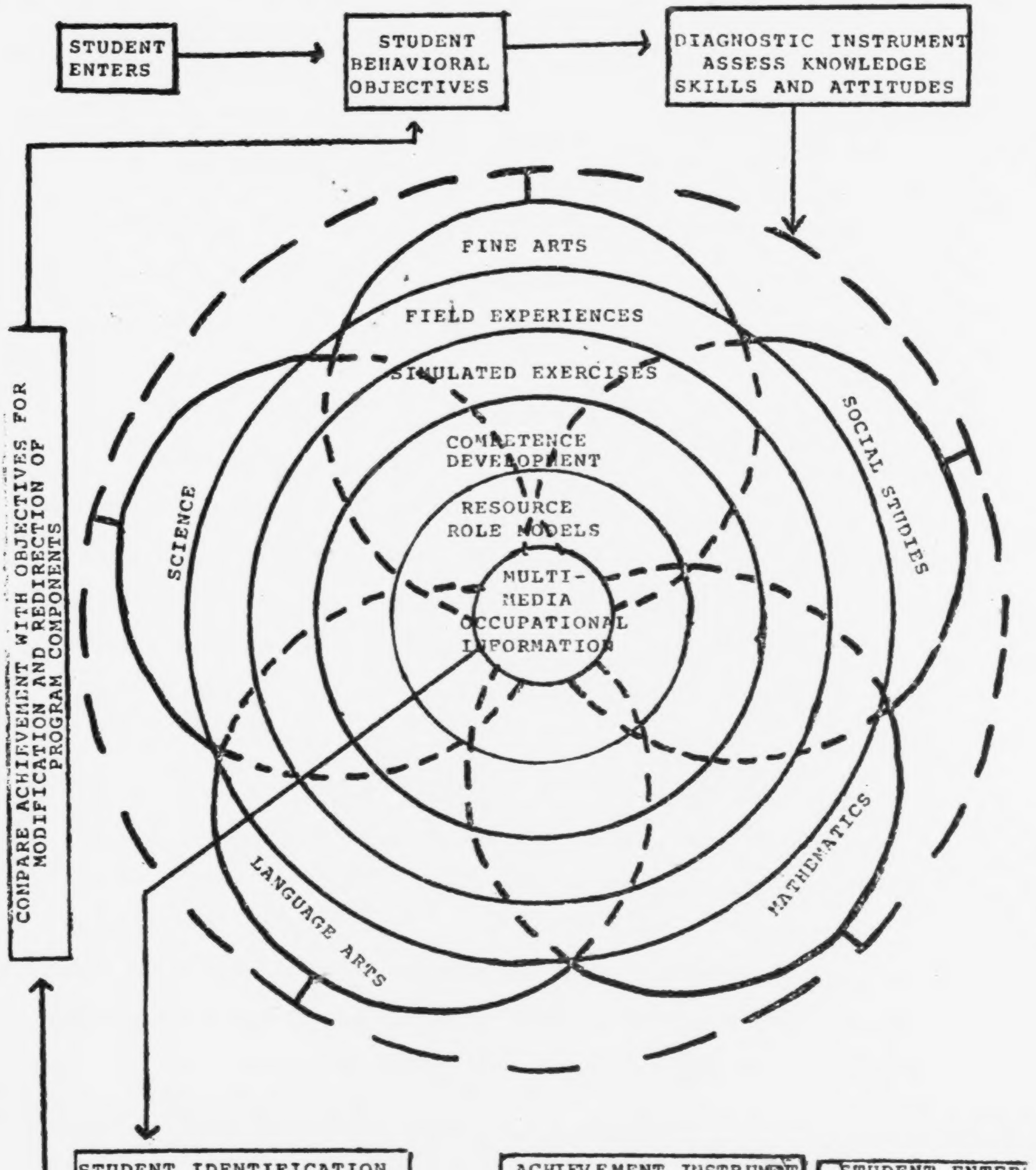
Following this intensive guidance and skill development, a follow-up study will be conducted on the job with counseling and job development training. Since Lincoln County traditionally is an area of high out migration, contract will be negotiated with other school districts to make the necessary follow-up of students employed in other counties, regions, and states when such units provide these services.

CORRELATION OF ACADEMIC SUBJECTS AND USE OF EXPERIENCE BASED METHODOLOGY

The curriculum has become much more experience based providing students with opportunities for field experiences, competence development, simulations of occupations, contact with actual role models of various occupational persons, and access to a wide variety of multi-media occupational information. A curriculum blending approach has been taken, with the traditional academic subject matter areas organized around a career education theme, and using team teaching as a vehicle for implementation. The Lincoln County Career Awareness Curriculum Model emphasizes the student's entering the program at any given point among the academic alternatives and career education elements on the basis of the results of his contact with a diagnostic instrument which assesses his occupational knowledge, skill, and attitudes. Throughout his involvement he will have an opportunity to assess his acquistion of occupational knowledge skills and attitudes through the use of Achievement Instruments which will aid in identifying his abilities, aptitudes, needs, likes, dislikes, fears, interests, feelings, and values, with an opportunity for modification or re-cycling of his involvement in the curriculum if appropriate. Flexibility, involvement, and experience are the key elements in the current curriculum approach. Figure 3 (Lincoln County Career Awareness Model) depicts this approach in a visual fashion.

FIGURE 3

LINCOLN COUNTY CAREER AWARENESS MODEL


STUDENT ENTERS
STUDENT BEHAVIORAL OBJECTIVES
DIAGNOSTIC INSTRUMENT ASSESS KNOWLEDGE SKILLS AND ATTITUDES
FINE ARTS
FIELD EXPERIENCES
SIMULATED EXERCISES
COMPETENCE DEVELOPMENT
RESOURCE ROLE MODELS
MULTI-MEDIA OCCUPATIONAL INFORMATION
SCIENCE
SOCIAL STUDIES
LANGUAGE ARTS
MATHEMATICS
COMPARE ACHIEVEMENT WITH OBJECTIVES FOR MODIFICATION AND REDIRECTION OF PROGRAM COMPONENTS
STUDENT IDENTIFICATION OF ABILITIES, APTITUDES NEEDS, LIKES, DISLIKES FEARS, INTERESTS, FEELINGS, AND VALUES
ACHIEVEMENT INSTRUMENT ASSESS KNOWLEDGE SKILLS, AND ATTITUDES
STUDENT ENTER
NEXT PHASE OF
CAREER DEVELOPME

STRATEGIES FOR CHANGE

The exemplary staff composed of the project director and three coordinators obtained community support through formal and informal meetings with P.T.A. groups, business, civic and citizens groups. Various organizations, businesses, and community groups have been recruited to provide occupational resource persons to talk with students in the classroom, and for field trip sites. The strategy of involvement will be utilized continuously to assure the support necessary to insure program success. Teachers, students, school administrators, community leaders, employers, and parents will be further involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities will continue to serve as the vehicle for involvement of educational personnel. Students and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience and cooperative education work stations is planned to cultivate community support and acceptance of the project, thus assuring its continuation beyond the time frame presently allocated.

The task prior to implementation also included training of professional personnel, conducting workshops and in-service training for teachers and administrators, reorganizing the curriculum, testing and advising students, developing model curriculum materials, establishing schedules, securing work stations, and performing other activities related to administration and supervision. Within the Lincoln County school system, the model adopted for the reorganized curriculum may be considered innovative. As such, Havelock's model for planned change was adopted.[1]

As one strategy for installation, exemplary staff indentified social systems within the county with particular emphasis upon the communication frequency and contact between individual families. The purpose of studying this aspect of the county was to identify the educational, political, economic, and social leaders. Educational leaders were asked to meet early in the discussions in order to assist in the change in the theoretical framework for the new curriculum design. The following sequence of steps have been followed:

(1) Identification of legitamizers
(2) Meetings with legitamizers
(3) Meetings of all teachers, supervisors, and administrators
(4) Identification training needs
(5) Development committees to study needed curriculum changes
(6) Committees developed new curriculum, guides, materials, and schedules by grade level groups.
(7) Workshop held for teachers and principals in seven pilot schools when the Career Education Program was initiated this fall. The workshop facilitated program assimilation through focusing on team building and organizational development, creation, teaching units, correlation and blending of academic subjects into a career awareness focus, and planning and administrative contingencies.

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[1] Ronald G. Havelock, "A Guide to Innovation." University of Michigan, January 20, 1971.

The implementation strategy also utilized a sequential phasing in of the career education concept, with grades 1-6 in seven pilot schools being involved in the fall of 1971, the counties' remaining elementary schools and grades 7-8 in the spring of 1972, and grades 9-12 being brought in at the beginning of the 1972-73 school term.

INITIAL WORKSHOP EMPHASIZED BOTH TASK AND PROCESS ELEMENTS IN PROJECT IMPLEMENTATION

The faculty in the seven pilot schools selected for initial project implementation participated in a week long workshop just prior to the opening of the 1971-72 school term. Those involved were thirty-four teachers in grades 1-6, as well as principals from the schools.

Many worthwhile innovative programs fail because of inadquate attention to the human relations or process phase of the project. Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation the staff of the Lincoln County Exemplary Project organized the workshop around a dual approach, designed to focus on both human relations and technical skill elements. The model of planned Organizational Development and change shown in Figure 4 illustrates the dual emphasis of the Lincoln Workshop, and the strategy which project staff members plan to utilize in completing the total project.

FIGURE 4
Planned Organizational Development and Change
A Dual Emphasis

Orientation	Problems	Goals	Change Agent Role
Process	Poor Utilization of Group Resource Poor Problem Solving Procedures Powerlessness-low Influence Lack of intergroup linkages Dehumanized organization Non Involvement-Apathy Inept Leadership Communication Breakdowns Etc.	Increased Group and Organizational Competancy In the Process Dimensions necessary for Sucessful Task Implementation	Change Educator focuses on social systems, relationships, communication,co-operation and other people centered problem areas.
Task	Introduction of Career Awareness Program-Grades 1-6 Introduction of Career Orientation and Exploration Grades 7-10 Implementation of Vocational Courses-Grades 11-12 Job Placement	Specific Task Achievement Project Completion	Task or Informational Specialist who centers on Information, Subject Matter, Task.

Problems: Usually we think of group and organizational problems in the "task" category. In fact, in most groups and organizations, "process" problems also exist (e.g. undemocratic decision making), and may block any "task" action.

Goals: Process oriented goals seek development of problem solving abilities as well as solutions. This ability can be expressed in working on both process and task problems.

Change Agent Role: The change Educator is more "process" oriented, while the task specialist focuses on the "task". As a team they may combine the two models into one.

The first day of the workshop, which ran for six hours daily, was devoted to staff and group development, team building and the creation of a consultative helping relationship between project coordinators and participating teachers. The framework for this session was a sequential group building process which took all participants through four basic stages of team development, from getting acquainted and trust building, to the formation of helping relationships, and finally group colloboration on a common task. Through the use of a modified laboratory training approach participants were divided into four groups, each with a leader trained in group dynamics. Experiental situations were created which allowed participants to be involved in, and learn first-hand about effective communication, consulting, problem solving, planning, feedback, group decision making, and team work.

The second day a model of career development education was presented in the total group with reaction and discussion following in the small groups that were built the first day. The model emphasized the sequential approach with first graders learning about occupations in the immediate family, and each grade broadening its perspective until sixth graders would be studying the interdependence of occupations on a world wide basis. Junior high orientation and exploration would lead to specific choices at the senior high level followed by post high school technical training, a job, or continued academic training. Also on the second day a speaker from a similar project already in operation shared experiences and insights gained from the efforts of he and his staff. Again, the cohesive, unified groups created during the first day were able to share effectively the application of this presentation to implementation of the project in Lincoln County Schools.

On Wednesday, each of the four groups went through the process of developing a Career Awareness Unit that could be used in the Classroom, culminating in a role playing situation, in which the groups simulated typical roles played by the occupational persons on which the units focused. Each group observed the others in their role playing efforts, and then offered constructive feedback on positive and negative elements noted.

Thursday's session opened with a lecturette (short lecture) to the total group on unit development, including objectives, methodology, and important unit elements. The Lincoln County program emphasized the inclusion of six elements as being important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studied for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupation including role playing and manipulative activity. The remainder of Thursday was spent with teachers divided by grade level developing actual units for use in the classroom during the school year. Units created by project staff were used as models. Project coordinators acted as consultants on procedural, technical, and process concerns of the groups.

On Friday, work was completed on the units, and the final afternoon session saw the seven school faculties meeting as a staff to plan around scheduling, correlation of subject matter and team teaching concerns, as well as issues involved in securing resources and materials. Initial units were selected for implementation during the first semester. Plans were also outlined for the maintenance of continued contact between central staff and teachers in a systematic consulting - helping relationshi

By the end of the workshop the various school staffs, both teachers and administrators were well organized and ready to begin the first semester of Career Awareness activities in Lincoln Count Data gained from verbal contact with teachers and principals indicates that the two-pronged approach of the workshop resulted in the development of a cohesive, committed team of teachers, principals and central project personnel unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as competance in such process areas as communications, cooperation and problem solving. Hopefully, this combination can be the key to a successful project which facilitates central staff and teacher integration, and accelerates the develo ment and maintenance of teamwork and consensual behavior. The cha model used in the workshop is congruent with Franklin's concept the change Educators role; "the problem is not his sole concern. He is aware of the client system's process of development. He remains as sensitive to the organic life of the group as to its cho target, for these are intertwined".[2]

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[2] Franklin, Richard. Toward The Style of The Community Change Educator. Washington, D.C. NTL Institute, 1969, p. 17.

EVALUATION PLANS

Three basic methods of educational assessment will be used: (1) structured interviews, (2) instruments yielding quantative and qualitative measures of cognitive and affective characteristics, and (3) instruments yielding comparative profiles. When available, and appropriate to measures germane to the stated objectives, standardized instruments will be used. (In the absence of standardized instruments appropriate to the measure of achievement and performance, instruments will be devised and constructed). Data gained from constructed instruments will enter into the evaluative model only after the reliability and validity of each instrument is determined.

INITIAL IMPRESSIONS

Although only a short time has elapsed since the In-Service Workshop many of the teachers in the seven pilot schools are well into units on various occupations. Use of Multi-Media Occupational Information, field trips, resource persons, and role playing and simulation of occupations are underway. Occupations studied thus far include postal workers, law enforcement, carpentry, transportation, banking, airline occupations, baking, television industry, crafts, and newspaper publication.

Teachers and principals indicated that absenteeism has taken a sharp drop, and that the enthusiasm of faculty and students alike has re-generated the educational adventure in a new and exciting way. More information will be gathered as the project progresses. Data gained thus far from teachers, students and administrators indicates that the Lincoln County

Career Education Project is a significant breakthrough in efforts to humanize, individulize, and make more relevant an educational process that all too often has become a cold and alien venture, isolated from the excitement and reality of life.

Appendix G

PROJECT VISITORS

PROJECT VISITORS

January 1 to December 31, 1972

The Honorable John Slack
United States Congressman
Third Congressional District
Charleston, West Virginia

Dr. Daniel B. Taylor
State Superintendent of Schools
Charleston, West Virginia

Clarence Burdette
Assistant State Superintendent of Schools
Bureau of Vocational, Technical and Adult
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Jean Myers
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Public Relations
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Don Crislip
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Information and Publications
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United States Office of Education
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Philadelphia, Pennsylvania

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Director of Specialty Oriented Student Research Program
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University of Maryland
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Center for Occupational Education
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Professor of Vocational Education
Marshall University
Huntington, West Virginia

Glenn Smith
Director of Research Coordinating Unit
Marshall University
Huntington, West Virginia

Dr. Danny Fulks
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Lincoln County Schools
Hamlin, West Virginia

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Assistant County Superintendent
Lincoln County School
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Elementary Supervisor
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Eulalah Ellis
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Lincoln County Schools
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Atenville, West Virginia

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Principal
Midway Elementary School
Midway, West Virginia

Betty Jones
Principal
Hamlin Elementary School
Hamlin, West Virginia

Nancy Cooper
Special Education Teacher
Pleasant View Elementary School
Branchland, West Virginia

Bernice Beckett
Vocational Business Teacher
Duval High School
Griffithsville, West Virginia

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Win Program
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Pauline McCallister
Director
Office Economic Opportunity
Hamlin, West Virginia

William Funk
Department of Employment Security
Huntington, West Virginia

Zack Laney
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C & O-B & O Railroad, Incorporated
Huntington, West Virginia

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Madison, West Virginia

Sherry G. Hill
Boone County Schools
Madison, West Virginia

William B. Frampton, Architect
Huntington, W. Va.

Dr. Levene Olson
Vocational Education
Marshall University
Huntihgton, W. Va.

J. H. Wick, Jr.
Congressional Laison
Charleston, W.Va.

H.H. Viscent Realtor
Charleston, W.Va.

Sidney L. Linville
Assistant Superintendent of Schools
Putnam County Schools
Winfield, W. Va.

Herbert B. Scites, Superintendent
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Winfield, W. Va.

Jean Myers
C&P Telephone Company Representative
Charleston, W. Va.

C.W. Halstead
C&P Telephone Company Representative
Charleston, W. Va.

Charles Withers, Superintendent
Mason County Schools
Pt. Pleasant, W. Va.

Charles Chambers
Assistant Superintendent
Mason County Schools
Pt. Pleasant, W.Va.

Samuel D. Hubbard, Superintendent
Wayne County Schools
Wayne, W. Va.

C. W. Buchanan, President
Capital Resturant And Equipment Company
Charleston, W. Va.

George Van Riper, Representative
Capital Resturant & Equipment Company
Charleston, W. Va.

Zach D. Spurlock, President
Spurlocks, Incorporated
Huntington, W. Va.

Rodney Johnson
Pontiac, Michigan

Jerry Sanders
WSAZ-TV
Channel 3
Huntington, W. Va.

Earl Benton
Charleston Daily Mail
Charleston, W. Va.

Debbie Thomas
WSAZ-TV
Huntington, W. Va.

Paul Wilson
Spurlocks Incorporated
Huntington, W. Va.

Paul Thomas
Program Specialist
Distributive Education
State Department of Education
Charleston, W. Va.

Appendix H

CORRESPONDENCE

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
COLLEGE PARK 20742

OUNSELING & PERSONNEL SERVICES
ecialty Oriented Student Research Program

January 1972

RECEIVED
FEB 1972
Lincoln County
Board of Education

Mr. Herbert Holstein
Project Director
Lincoln County Schools
Post Office Box 437
Hamlin, West Va. 25523

Dear Herb:

Enclosed are photocopies of letters I've just written to the students in the four grades that presented for us during our recent trip to Hamlin. I thought the students and their teachers were terrific, and I want them to know that I appreciate their efforts.

I also want you to know that I deeply appreciate all the hospitality you extended to us during the entire visit. I am very, very favorably impressed with you and your staff. I think the materials you have developed at the grade 1-6 level are excellent examples. They are as good as anything I have seen in the country to date in this level. I am also very favorably impressed with the realistic way in which you are preparing your vocational-technical education facilities to operate at the 11th and 12th grades, along with the post high school level. I do think that you should plan to keep that school open just as much of the time as possible. It needs to serve a lot of people.

I am worried about your program for grades 7-10 in terms of its lack of opportunity for the acquisition of specific vocational skills at any level. I do not think it realistic to assume that students are going to continue to be actively interested in studying about occupations and vocational education if they are given no opportunity to acquire basic vocational skills. Something should be done in your program at that level, it seems to me.

I would hope that, perhaps, you could get some support to put in some basic vocational skill training components in the four high schools of Lincoln County. It should not take much to do that. I would hope too that you might get some added cooperation in terms of work experience opportunities for the students in grades 7-10 through your local business and industry groups. Something must be done, it seems to me, to give these students some real chance to acquire basic vocational skills if your current high drop-out rate is to reduce significantly.

I very, very much hope that you are able to make some of these changes in your very excellent program. I think your staff is highly dedicated and your community support is fantastic. I am deeply appreciative of the chance to visit the Lincoln County Schools. It was a real learning experience for me.

Sincerely,

Ken

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The career education program is divided into four main segments: 1-6, 7-8, 9-10 and 11-post secondary. There is 100% participation in the model.

The main goals of the program are: to provide broad occupational orientation, first through awareness then through orientation and exploration; to provide work experience; to provide intensified occupational guidance and job placement in the last years of school; and last, to provide students not previously enrolled in the vocational programs opportunities to receive job entry skills just prior to leaving school. This last goal is a feature particular to this model. Special provisions are made for these students by scheduling summer classes and intensive guidance and training appropriate for their individual needs. This is especially effective for prospective dropouts.

The program used specially employed and trained professionals, week-long workshops, in-service training, reorganized curriculum, testing and advising of students, among other activities in order to implement the new program. The curriculum has become much more experience-based, with other key elements being flexibility. Traditional academic subject matter has been blended with the career education theme using team teaching as a vehicle.

The program's supportive services are broken down into five segments with appropriate activities provided for each. The first, career awareness, utilizes the school system's health and social services, linkages with the Department of Welfare, multi-media materials and business and organization resource persons. The career orientation segment involves counseling and guidance by exemplary sta Career exploration, the third segment, will offer students the services of the Lincoln County Vocational and Technical Center. Finally, the segments of intensified occupational guidance and job placement activities (fourth) and intensifi skill activities for students new in the program (fifth) primarily will offer th services of the West Virginia Department of Employment Security and the Vocation and Technical Center.

Job preparation is available through the use of laboratory settings, cooperative work experiences and special vocational and pre-professional courses.

Throughout the program, there is evidence of strong use of community resources and the realization of their importance in the on-going success of career education. In fact, one of the first steps in implementing the program was a broad study of the economic, social and political structure of the county. Parent participation and understanding is particularly stressed.

Assessment of the model will be through structured interviews, intruments yielding quantative and qualitative measures of cognitive and affective characteristics and instruments yielding comparative profiles.

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